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ABSTRACT

This combination procedures manual and annotated bibliography is intended to assist faculty and staff at community colleges in North Carolina in developing centralized job placement and development services. The first section describes the project to establish centralized employment services at Guilford Technical Community College during which the materials in this manual were developed. Outlined next are employment services office procedures pertaining to student/alumni registration, job listing, followup, publicity, special programs, printed resources, and budgeting. Concluding the first part of the guide are job descriptions of a job placement coordinator and clerical assistant to the job placement coordinator. Appendixes to the manual include an intake form for students seeking job placement assistance; a daily job placement log; student, graduate, and employer surveys designed to collect data regarding job placement; a business and industry labor needs assessment; program publicity materials; and student handouts dealing with resume writing and job hunting. The second half of the guide is an annotated bibliography of career planning and placement center materials that is divided into the following sections: assessment instruments, career and self-development resources, occupational information, directories, school and college information, job search guides, handicapped/vocational rehabilitation resources, counselor materials, and periodicals. (MN)

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PROCEDURES
FOR
JOB PLACEMENT AND DEVELOPMENT
GUILFORD TECHNICAL COMMUNITY COLLEGE

January 1985

JOB PLACEMENT AND DEVELOPMENT

Background

Job Placement at Guilford Technical Community College (GTCC) moved from a service receiving part-time support to one with an independent identity and full-time support in February, 1984. At that time, a Coordinator was hired and a full-time secretary identified to implement a one year grant from the North Carolina Department of Community Colleges. The grant's purpose was the establishment of a centralized job development, placement, and data monitoring program which could serve as a model for other institutions in the community college system.

Prior to the establishment of the Job Development and Placement office (hereafter called Job Placement) at GTCC, the job placement function was administered by individuals with other responsibilities at the College (i.e., Veterans Assistance, Financial Aid), or by personnel from the local Employment Security Commission office assigned to campus on a part-time basis. In short, the function had a low profile and limited effectiveness.

Goals

While expanding services to more students was an over-riding aim of the project, the goals as stated in the grant were to:

*Develop a model for a centralized job development, placement, and data monitoring unit that can be duplicated in whole or in part by other institutions within the Community College System.

*Find a reliable method of determining whether the Community College System is providing marketable skills to early leavers.

*Help in the development of institutional surveys related to curriculum, jobs and placements.

*Compile and analyze data relating to jobs and placements.

*Assist in evaluating the effectiveness of curriculum programs.

Philosophy

In implementing these goals, the following philosophy statement governed the development and delivery of services:

> It is the philosophy of Job Development and Placement that work experience is an important component of the educational

purpose of the institution; that work empowers an individual to accept new challenges and to define his/her lifelong goals, and that individuals learn more about themselves from a work experience.

This philosophy supports the College's goals of:

*providing effective teaching and a learning environment conducive to the achievement of the student's maximum potential.

*providing guidance and counseling services for academic and career choices and personal growth.

*providing on-the-job educational experiences.

Services

Services which the Job Placement program provides include, but are not limited to:

Outreach to off-campus employers to encourage the listing of jobs and hiring of students and alumni.

Advising students (individual or group) on matters related to job seeking and job keeping.

Development of program materials with an educational and promotional purpose.

Referral of students and alumni to employers, with attention to matching candidate skills and employer needs.

Follow-up with job seekers and employers.

Maintenance of records regarding job listings, registrants, placements and other related data.

Dissemination of data to other departments of the College, and to other audiences upon request.

Providing assistance in the evaluation of the curriculums' appropriateness as they relate to the job market.

All of these services are coordinated with other campus programs. In particular, Job Placement works closely with Cooperative Education, the Career Center, and Technical Scholars to avoid duplication and to co-sponsor programs.

The Job Placement program expands GTCC's service to area employers by providing them a means of listing their personnel needs to a diverse labor bank and receiving qualified referrals for those needs.

Organizational Position

Job Placement is staffed by a full-time Job Placement Coordinator and full-time secretary. The office is part of the Work Experience and Career Services department. Each of the four programs in the Department (Job Placement, Cooperative Education, Technical Scholars, and the Career Center) reports directly to the Dean of Student Development and Instructional Services and through her to the Executive Vice President.

In January, 1985, the Job Placement office and Career Center merged to become the Career Planning and Placement Center. By positioning these two services together, the scope of each increases. The move consolidates print and non-print resources of the two programs, extends office hours of Job Placement, and facilitates programming efforts. The procedures for Job Placement remain the same after the consolidation, and are outlined in the remainder of the manual.

OFFICE PROCEDURES

A. Student/Alumni Registration

1. An individual may register with the Job Placement office by providing the office with a resume or by completing a STUDENT REGISTRATION form, (Appendix A.1). The form records the following information: name, address, telephone number, program major, quarters completed, type of work desired, availability, skills and experience, and financial aid received. The form is filed alphabetically by student's name. Resumes are maintained in files and subdivided by curriculum.

2. After completing the form or providing a resume, the student has access to the job listings books. Through these the student obtains leads regarding current vacancies. It is his/her responsibility to contact the employer(s) to schedule an appointment or to gather further information.

3. In an attempt to make an appropriate match of candidates and vacancies, the registration form is used to screen students on the basis of program major and specific experience.

B. Job Listing

Job vacancies typically are received by phone, and are processed according to the following procedures:

1. Job openings are typed on JOB LISTING forms, (Appendix A.2) NCR forms with three copies. The original copy is filed in one of two notebooks, either a part-time or full-time vacancy notebook. The full-time vacancies are categorized according to the curriculum areas to which they relate. The forms record information about the position including employer's name, address, telephone number; contact person; job description and requirements; hours, wages and benefits; and application procedures.

   Listings are recorded on a Master List in chronological order.

2. The copies of the original job listing form are sent to appropriate academic departments and other campuses.
3. Employers are contacted every two weeks by the Clerical Assistant to verify the status of a vacancy. This provides needed information about all positions, and insures that registrants receive current information. It also reinforces the program's service to employers.
4. A DAILY LOG (Appendix A.3) is maintained to record information received from employers and students.

C. Follow-up Procedures

In addition to updating job listings, systematic follow-up of students, graduates and early leavers is the responsibility of Job Placement. Several survey instruments were piloted in the program's first year. These appear in Appendix B.

1. A letter (B.1) with postage paid return card requested student registrants to report either that they had found a job or that they wished to remain active registrants with the office.
2. A survey of early leavers (B.2) was conducted in an attempt to determine the success of the Community College System in providing true marketable skills for early leavers. An early leaver was defined as a student who leaves before graduating but after completing at least one-third of the courses in a specific program, not counting electives. The survey collected information on Employment Data, Enrollment and Course Data, and Support and Auxiliary Services from over 700 former students who were enrolled between 1976 and the first quarter of 1984.
   This instrument will be shortened for future use. A section on original aspirations will be added. Subsequent administration of the instrument will be at least annually.
3. An exit survey (B.3) was developed in collaboration with the Recruitment and Retention office. It is administered at the time of withdrawal and can be used in conjunction with the Early Leavers survey in assessing a student's reason for not returning.

4. A survey of graduates (B.4) was developed and piloted on 1984 graduates from eleven curriculum areas. Responses were shared with faculty in those areas; a system was developed to solicit information from faculty on the employment status of non-respondents.
5. A survey to employers (B.5) assessed local needs for student employees. It was designed to serve a marketing function and was mailed with a job listing form.
6. Other employer surveys are appropriate to Job Placement, but were not conducted in the program's first year. A Business and Industry Needs Assessment (B.6), a Business Questionnaire (B.7), and a Survey of Employers of GTCC Graduates (B.8) were conducted by other offices in the College.

D. Publicity

On-going publicity is essential to the effectiveness of the program, especially in establishing its presence on campus. Selected examples appear in Appendix C. Some promotional strategies have been:

1. An open house to announce the establishment of the office and to introduce the Coordinator to faculty and staff. A second open house in the new Career Planning and Placement Center.
2. An announcement (C.1, C.2) to faculty about the services of the program which include class presentations.
3. Close association with Student Government leaders to encourage word-of-mouth advertising to other students.
4. Sending job notices to academic departments for posting.
5. Flyers (C.3) targeting students and distributed at registration and new student orientation.
6. Distributing handouts (C.4-C.7) on resume writing, job hunting and other free printed material.
7. Mailing, in the form of a student employment survey, to employers to encourage the use of the office.

8. Participation of the Coordinator in orientation activities and the student leadership retreat.
9. Participation in special programs.

E. Special Programs

Special programs are those events which require substantial planning and are doing on a one-time or occasional basis. Examples:

1. Student Employment Week - an event to recognize students who work while attending college and to thank employers who hire student employees. Student Employment Week is a city-wide event involving all post-secondary institutions in Greensboro. Activities include a luncheon for employers, guest appearances on the Good Morning Show, and a mayoral proclamation.
2. Presentations at professional association meetings enhance the reputation of the Job Placement activities. Programming ideas for Job Placement are just one of the benefits of professional networking that results from this exposure.
3. Promotion of special opportunities (i.e., North Carolina State Government Internships) is accomplished through notices to faculty, announcements in classes, and articles in the campus newspaper.
4. The Hospitality Hour prior to a PAGA (Personnel Association of the Greensboro Area) meeting is sponsored annually by Job Placement.

F. Printed Resources

Available for student and alumni use are:

*Resume Samples notebook.
*Job Search Correspondence notebook.
*Orientation booklet.
*Several handouts on resume writing and job hunting.

Acquisition of books and materials for the Career Planning and Placement Center library occurs as resources permit. (Bibliography of Career Planning and Placement Center holdings is Appendix D).

G. Budget

It is the responsibility of the Job Placement Officer to monitor all expenditures in the budget and to recommend budget needs. Familiarity with the institutional forms and procedures for purchase orders, requisitions, fund transfers and the policies governing travel is essential for the Job Placement Officer.

JOB DESCRIPTION

TITLE: Job Placement Coordinator
Office of Job Development and Placement

Reports to: Dean of Student Development/Instructional Support

Duties and Responsibilities

A. List and develop jobs for students, former students and graduates.

B. Develop a system for advertising employment opportunities.

C. Plan, develop and implement program procedures and standards.

D. Establish good recordkeeping and budgetary control.

E. Prepare reports as required and/or needed to fulfill the purposes of the office.

F. Develop and maintain good working relationships with students, faculty, staff, employers, and the public.

G. Develop for approval the operating budget for Job Placement. Monitor budget activity.

H. Supervise the Clerical Assistant for Job Placement and any student workers as assigned.

I. Design all program materials.

J. Publicize the services of Job Placement.

K. Conduct workshops and class presentations upon request.

L. Perform other duties as assigned or appropriate.

JOB DESCRIPTION

TITLE: Clerical Assistant, Job Placement

Reports to: Job Placement Coordinator

Duties and Responsibilities

A. Perform secretarial and clerical duties necessary to:

   1. Operate the Job Placement office.
   2. Assist students and employers to insure the effective operation of the office.
   3. Assist the Job Placement Officer in operation of program.

B. Collect and record data regarding job placement activities; assist in preparation of reports.

C. Serve as receptionist to Career Planning and Placement Center. Direct visitors to appropriate personnel or resources.

D. Make judgment as to appropriate referrals to make to employers.

E. Establish and maintain filing system for office.

F. Assist in monitoring budget activity. Prepare all purchase orders, requisitions and travel requests.

G. Keep up-to-date job vacancy notebooks and student registrant files.

H. Coordinate master calendar for Career Planning and Placement; schedule appointments for counselors and graduate assistant.

I. Make room arrangements for meetings, workshops and recruiting visits.

J. Process all mail, including mass mailings, for Job Placement.

K. Make judgments as to appropriate departments/personnel to receive specific job listings.

L. Work independently and without supervision; project a professional image on phone and in person.

M. Orient clients to the services of the Career Planning and Placement Center.

N. Attends, when possible, professional workshops and meetings with the Job Placement Coordinator.

O. Perform other duties as assigned.

Appendix A.1

GUILFORD TECHNICAL COMMUNITY COLLEGE

JOB PLACEMENT AND DEVELOPMENT

Name: ______________________________ ________________ Date: __________
Last First Middle

Telephone: ______________________ Social Security Number: __________

Address: ____
ZIP

Program major: ______________________ Quarters completed: __________

Type of work desired: (Please specify) ______________________________

____

When can you work?
(Please check the days
and times you are
available.)

_____Mornings
_____Afternoons
_____Evenings
_____3rd shift
_____Weekends

_____Monday
_____Tuesday
_____Wednesday
_____Thursday
_____Friday

_____Summer, Part-time
_____Summer, Full-time

Skills/Experience: _____Typing (WPM_________) _____Adding machine/calculator

_____Dictation _____Data processing _____Keypunch _____Word processing

Other: ____

____

Prior work experience: ____

____

Are you currently receiving financial aid? _____Yes _____No

Have you applied, or do you plan to apply for financial aid? _____Yes _____No

If you receive financial aid in any form, READ AND SIGN THE FOLLOWING:

"I, the undersigned, understand that obtaining off-campus employment may affect my financial aid status. Working off-campus will change my income from that stated at the time my aid was granted, and the extra income I earn may result in an adjustment of my financial aid award. I agree to notify the Financial Aid Office in writing of any employment I receive."

Signature ____

Please keep the Job Placement and Development Center informed about your job search. Your application becomes inactive at the end of a quarter unless the office is notified otherwise. It is to your advantage to frequently review the job vacancy notices in the Job Placement resource area.

Appendix A.2

JOB PLACEMENT AND DEVELOPMENT

Taken by: _____
(initials)

GUILFORD TECHNICAL COMMUNITY COLLEGE

No. _______

Employer: ______________________________ Date: ____________

Type of business: ______________________________

Address: ______________________________ Telephone: ____________

____

Contact person (name and title): ______________________________

Position available: ______________________________

Job duties: ______________________________

____

Necessary skills/requirements: ______________________________

____

Position is:
Part-time____ Full-time___ Temporary____ Permanent____ Summer only____

Hours and days per week: ______________________________

Begin work: ______________ End work: ______________
(for Temporary & Summer only)

Salary and Benefits: ______________________________

Additional information: ______________________________

____

____

OFFICE USE ONLY:

Listing referred to: ______________________________

Filled by other than JP referral _______ Cancelled by employer____ Placement date: ____________ Name of student/graduate: ____________

Appendix A.3

DAILY LOG

JOB PLACEMENT

DATE	CONTACT	PHONE	PERSON	EMPLOYER	STUDENT	COMMENTS

Appendix B.1

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

MEMORANDUM

TO: Job Placement registrants

FROM: Bruce Nolan, Coordinator

DATE: July 5, 1984

Earlier this year you registered with Job Placement your interest in finding employment. We have you as still actively looking for a job, and need to know if that information is correct. Please help us in updating our records.

Are you still looking for a job? If so, let our office know to keep your registration active. If we do not hear from you by July 20, we will deactivate your file.

Have you found a job? Please let us know of your success in locating a job. We especially need to know if you found a job through a Job Placement listing.

If you are still looking for a job please come by the office to look through the listings. We currently have a large inventory of job listings. If you have a job, keep us in mind if you ever need assistance in the future.

A card is enclosed for your use in providing us with this important information. Or, you may call 292-1101, ext. 2308 or ext. 2390 with the information. Thank you for your help in this matter.

Greensboro
501 West Washington Street
Greensboro, NC 27401
(919) 275-9778

Main Campus
Jamestown
P.O. Box 309
Jamestown, NC 27282
(919) 292-1101 — 454-1126

High Point
901 South Main Street
High Point, NC 27260
(919) 889-4546

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

Appendix B.2

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

July 23, 1984

Please help us...we need your help...we are depending on you for help. Why?

The State of North Carolina and Guilford Technical Community College needs to determine how effective they have been in preparing people for jobs. The enclosed survey will serve to do this. Please read on.

The survey is restricted to former students in eight programs who have completed at least one-third of the total hours necessary for graduation but have not graduated. You are identified as one of these former students.

Before starting on the survey, verify the accuracy of your name, address, and social security number on this letter. Make the necessary corrections by hand on either the envelope or this letter. Return the corrected information in one of the two enclosed prepaid, self-addressed envelopes.

You are now ready to start the survey. Finish it as quickly and accurately as possible. It is shorter than it appears and it is not complicated. It might even be fun. We hope so.

Return the survey by August 14 using one of the two prepaid, self-addressed envelopes. (You may wish to send both your corrections and your completed survey in one envelope. In either case, the confidentiality of your answers is assured.)

Let me thank you now for your courtesy in helping us with this very important survey. If you would like a complimentary copy of the summary of the report that will be compiled from these questions, see the instructions at the end of the survey. And if you want clarification on any of the questions, contact Al Lochra at GTCC.

Sincerely yours,

Ray Needham

Ray Needham, President

RN/sh

Enclosure

Greensboro
501 West Washington Street
Greensboro, NC 27401
(919) 275-9778

Main Campus
Jamestown
P.O. Box 309
Jamestown, NC 27282
(919) 292-1101 — 454-1126

High Point
901 South Main Street
High Point, NC 27260
(919) 889-4545

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

SURVEY
OF SELECTED STUDENTS
ENROLLED AT GUILFORD TECHNICAL COMMUNITY COLLEGE
SOMETIME DURING WINTER QUARTER, 1976 THROUGH WINTER QUARTER, 1984

PLEASE COMPLETE AND RETURN BY AUGUST 14, 1984

I. Curriculum Program

Our records state that you were enrolled in the ______________________ program. If this is not correct, cross it out and write in your correct program.

II. The Survey

A. Employment Data

1. Are you self-employed?

______ Yes

______ No

2. What company/business/agency/etc. employs you now? (Complete even if you are self-employed.)

Name ____

Street or P. O. Box ______________________________________

City ____________________ State __________ Zip Code ________

Employer's Telephone Number: Area Code ( ) - __________________

3. What is your current job (or job title) with this employer?

____

4. What is the major product line(s) or service(s) of your employer?

____

____

____

5. Approximately how many people are employed by your entire company/business/agency/etc.?

______ I do not know.

______ 1-10

______ 11-50

______ 51-100

______ 101-200

______ 201-500

______ 501-1,000

______ Over 1,000

6. Approximately how many people are employed at your current job location (building/plant/store/office/etc.)?

______ I do not know.

______ 1-10

______ 11-50

______ 51-100

______ 101-200

______ 201-500

______ 501-1,000

______ Over 1,000

7. How closely related is your current job with the course work (classes) you completed at GTCC?

______ Directly related.

______ Closely related.

______ Somewhat related.

______ Not related.

______ Other (specify): ______________________________

8. How important to your current job was the course work (classes) you completed at GTCC?

_____ Could not do my job without them.

_____ They have been very helpful.

_____ They have been useful but not really necessary.

_____ They have not been useful.

_____ Other (specify): ______________________________

____

9. How helpful to your current job would it be for you to continue taking courses in the same program?

_____ Very helpful and important.

_____ Helpful and somewhat important.

_____ Helpful but not important.

_____ Not helpful.

_____ Other (specify): ______________________________

____

10. Were you employed when you entered GTCC?

_____ Yes, full-time

_____ Yes, part-time

_____ No

_____ Other (specify): ______________________________

____

11. Did you have the same job or a similar job when you entered GTCC as you do now?

_____ Yes

_____ No

_____ Other (specify): ______________________________

____

12. If you have changed jobs, did you change because of what you learned in your course work (classes) at GTCC?

_____ Yes

_____ No

_____ Other (specify): ______________________________

____

13. Have you been promoted as a result of what you learned in your course work (classes) at GTCC?

_____ Yes

_____ I have been promoted but not because of what I learned in my course work (classes) at GTCC.

_____ My promotion is pending.

_____ Not promoted.

_____ Other (specify): ______________________________

____

BEST COPY AVAILABLE

You're doing fine...keep going.

14. Did your employer encourage your attendance at GTCC?

_____ Yes, and aided me financially to attend.

_____ Yes, and gave me time off to attend.

_____ Yes, and encouraged my attendance but otherwise did not help.

_____ Employer was unaware that I was attending.

_____ Employer discouraged my attendance.

_____ Other (specify): ______________________________

____

15. My present yearly gross wage/salary/earning range is:

_____ I am not available for work at this time.

_____ Less than $5,000

_____ $5,000 - $7,000

_____ $7,001 - $10,000

_____ $10,001 - $15,000

_____ $15,001 - $20,000

_____ $20,001 - $25,000

_____ $25,001 - $30,000

_____ $30,001 - $35,000

_____ $35,001 - $40,000

_____ $40,001 - $45,000

_____ $45,001 - $50,000

_____ Over $50,000

NOTE: Accurate replys will provide valuable information regarding wage/salary/earning expectations. This is a frequently asked question of our Job Placement Office.

B. Enrollment and Course Data

1. How important do you think it is for you or someone in a job similar to yours to have a degree, diploma, or certificate in your field of work?

_____ Very Important

_____ Important

_____ Somewhat Important

_____ Not Important

_____ Other (specify): ______________________________

____

2. Why did you not complete your course work (classes)?

_____ I learned all I needed from the course work (classes) I completed.

_____ I found a full-time/part-time job. (Circle which kind of job.)

_____ I changed jobs/job schedules which prevented my attendance. (Circle the answer that applies.)

_____ I was dissatisfied with the quality of instruction/course content. (Circle the answer that applies.)

_____ Other (Circle or specify): Financial — Transportation -- Child(ren) -- Marriage -- Moved — ______________________________

____

3. The overall quality of instruction in the subjects I completed was:

_____ Superior

_____ Very Good

_____ Good

_____ Fair

_____ Inferior

_____ Other (specify): ______________________________

____

4. The overall quality of the course content of the subjects I completed was:

_____ Superior
_____ Very Good
_____ Good
_____ Fair
_____ Inferior
_____ Other (specify): ____________________

5. Throughout my enrollment at GTCC,

_____ I came only during the day schedule.
_____ I came only during the evening schedule.
_____ I came one (or more) quarters entirely during the day schedule and one (or more) quarters entirely during the evening schedule.
_____ I had to enroll in both day and evening classes in one (or more) quarters.
_____ Other (specify): ____________________

6. What are your plans for re-enrollment at GTCC?

_____ I plan to re-enroll and continue in the same program.
_____ I plan to re-enroll in a different program.
_____ I have no plans to re-enroll.
_____ I am undecided.
_____ Other (specify): ____________________

7. What schedule is best suitable to you?

_____ Day Schedule
_____ Evening Schedule
_____ Other (specify): ____________________

C. Support and Auxiliary Services

Please rate the GTCC services described and/or listed below as to how well they met your need. If you did not use the service, check the "Did Not Use" (DNU) block.

Rating Guide

S = Superior VG = Very Good G = Good F = Fair I = Inferior DNU = Did Not Use

	S	VG	G	F	I	DNU
1. Admissions..						

Process of providing initial information about GTCC, accepting your application, and preparing you for your first enrollment.

Now this isn't hard, is it?
Keep up the good work.

S	VG	G	F	I	DNU

2. Advising..

This is usually done by curriculum department personnel. It is the process of providing person-to-person information after your enrollment about your academic status and course(s) to take.

S	VG	G	F	I	DNU

3. Bookstore...

Books, study materials, school supplies, sundries.

S	VG	G	F	I	DNU

4. Cafeteria...

Meals, snacks, vending machines.

S	VG	G	F	I	DNU

5. Counseling..

Process of receiving from the counseling staff professional advice, help, or assistance related to school, personal, or other matters affecting your success in school.

S	VG	G	F	I	DNU

6. Financial Aid...

Check the space(s) below that indicates the kind of aid(s) you received.

______ Pell Grant (BEOG)

______ Supplementary Education Opportunity Grant (SEOG)

______ Loan(s)

______ College Work Study (CWS)

______ Scholarship(s)

______ Other (specify): ______________________________

____

____

S	VG	G	F	I	DNU

7. Job Placement...

Check the space(s) below indicating which department or office helped you in your job search.

______ Curriculum Department Personnel

______ Job Placement Office

______ Other (specify): ______________________________

____

S	VG	G	F	I	DNU

8. Learning Resource Center..................................

Check the space(s) below indicating the service(s) you used consistently. (Several or more occasions.)

______ Newspapers and Magazines

______ Reference Materials

______ Library Books (checked out)

______ Self-Paced Instruction

______ Audio-Visual Materials

9. Student Records Department................................

S	VG	G	F	I	DNU

Responsible for processing and maintaining your official school records, mailing/distributing transcripts, drops-adds, information about registration, etc.

10. Registration

a) Advanced (pre-registration process)..................

b) Regular registration process..........................

	S	VG	G	F	I	DNU
a)						
b)						

11. Student Activities...

S	VG	G	F	I	DNU

Events or services funded/sponsored by the Student Government Association.
Examples: Student Newspaper; New Student Orientation; Curriculum Clubs; Dances; Discount Theatre/Movie Tickets; Games Room; Spring Festival; Student Days (free meal); Concerts; Intramural Sports; Coffee Houses, etc.

12. Veterans Assistance Office.................................

S	VG	G	F	I	DNU

Responsible for processing all paperwork necessary for those eligible to receive veterans benefits or other benefits connected with military service.

D. Comments

If you have comments/recommendations covering the three sections of this survey regarding Employment Data, Enrollment and Course Data, and Student and Auxiliary Service, please state them in this section.

1. Employment Data

2. Enrollment and Course Data

3. Student and Auxiliary Services

CONGRATULATIONS! You've just crossed the finish line. Now, let's not forget to mail it.

BEST COPY AVAILABLE

_____ Yes, please mail me a copy of the summary. Below is my name and address.

Name____

Address____

City, State, Zip Code________________________________

_____ No, I do not want a copy of the summary.

Thank you for helping North Carolina and Guilford Technical Community College.

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

MEMORANDUM

Date: October 3, 1984

To: **Selected Former GTCC (GTI) Students**

From: Al Lochra and Susan Nolan, Job Placement

In August you received a survey from President Needham of Guilford Technical Community College regarding how effectively your education here prepared you for your job. The information from former students is important to us in evaluating our programs.

Thus far, 14% of those surveyed have responded. If you returned a survey, many thanks! If not, we need to hear from you to draw more accurate conclusions from the study. Please take the few minutes required to complete the survey and return it to us.

If you no longer have the survey, call 292-1101 (Greensboro) or 454-1126 (High Point), ext. 2390, and one will be sent to you. Thank you for your time and efforts in helping us collect this important information.

Greensboro
501 West Washington Street
Greensboro, NC 27401
(919) 275-9778

Main Campus
Jamestown
P.O. Box 309
Jamestown, NC 27282
(919) 292-1101 — 454-1126

High Point
901 South Main Street
High Point, NC 27260
(919) 889-4545

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

Appendix B.5

Conducted by Admissions
Department and not Job
Placement.

EXIT SURVEY

Please respond to the following questions by providing or circling the appropriate response.

1. Sex: a. male b. female

2. Race: a. white b. black c. Indian/Alaskan
   d. Hispanic e. Asian/Pacific Islands f. Other ____________

3. Age: ________

4. What is your major? ______________________

5. For how many hours were you enrolled this quarter?
   0-5 6-11 12 or more hours

6. Not counting this quarter, how many quarters have you attended GTCC?
   0 1 2 3 4 or more

7. What is your overall grade point average?
   0.00 - 0.99 1.00 - 1.99 2.00 - 2.99 3.00 - 4.00

8. Are you employed?
   a. No
   b. Yes, less than 20 hours per week
   c. Yes, between 20 and 40 hours per week
   d. Yes, more than 40 hours per week

9. Do you plan to:
   a. Return to GTCC
   b. Attend another college
   c. Work
   d. Other ________________

10. Which of the following reasons was the major reason for your leaving GTCC?
    a. Career/education goals were met
    b. Personal circumstances
    c. Unsatisfactory experience at GTCC
    d. Change in career/education plans

11. Generally, how satisfied were you with your overall experience at GTCC?

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
1	2	3	4

Please circle whether each of the following factors was (1) NOT A REASON, (2) a MINOR REASON, or (3) a MAJOR REASON for your leaving GTCC

	Not a Reason	Minor Reason	Major Reason
a. lack of money/financial aid	1	2	3
b. was offered a job	1	2	3
c. had medical problems myself or in my family	1	2	3
d. my job took too much of my time	1	2	3
e. college was not relevant to the real world	1	2	3
f. was failing, or not doing as well as I wanted	1	2	3
g. could not get the academic advice I needed	1	2	3
h. lack of transportation	1	2	3
i. lack of child care	1	2	3
j. took too long to get in my program	1	2	3
k. faculty were not interested in students	1	2	3
l. was undecided on my career goals	1	2	3
m. decided on a major not offered at GTCC	1	2	3
n. had difficulty adjusting to college	1	2	3
o. other ______________________	1	2	3

From the items above, please indicate the letters of the three (3) most important reasons for your not remaining in school this quarter.

1st ______________________

2nd ______________________

3rd ______________________

We want to improve our services to students. Please tell us how you think we can:

____

____

____

____

____

Thank you for your cooperation.

Appendix B.4

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

December 6, 1984

Congratulations on your 1984 graduation from Guilford Technical Community College! Please spend a few minutes **NOW** to complete the enclosed questionnaire and return it in the postage-paid envelope.

Your reply is important for two reasons:

*It is your chance to tell GTCC how you are doing regarding employment or job-hunting.

*It will help the Placement Office in providing new services for current students.

We would like you to be a part of the picture we draw of GTCC's 1984 class. If you would like a copy of the results of this survey, please send us a self-addressed stamped envelope.

Please return the survey by **December 21, 1984.** Thank you for you input!

Sincerely,

Susan B. Nolan

Susan B. Nolan
Job Placement Office

SBN/sgh

Greensboro
501 West Washington Street
Greensboro, NC 27401
(919) 275-9778

Main Campus
Jamestown
P.O. Box 309
Jamestown, NC 27282
(919) 292-1101 — 454-1126

High Point
901 South Main Street
High Point, NC 27260
(919) 889-4546

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

GRADUATE SURVEY

NAME____

MAILING ADDRESS____

____________________________________ ZIP______________

TELEPHONE________________________
(area code)

COURSE OF STUDY AT GTCC:____

What was the highest educational level completed prior to enrollment at GTCC?

- _____less than high school
- _____high school diploma/GED
- _____Associate degree
- _____Bachelor's degree
- _____Advanced degree

What is the highest educational level you hope to complete?

- _____Diploma or certificate
- _____Associate degree
- _____Bachelor's degree
- _____Advanced degree

What is your employment status?

- _____employed
- _____military service
- _____enrolled in school
- _____unemployed, and actively seeking employment
- _____unemployed, and do not plan to seek employment

If you are unemployed, how long have you been actively seeking employment?

- _____I am not seeking employment.
- _____less than 30 days
- _____between 1 and 3 months
- _____between 3 and 6 months
- _____longer than 6 months

If employed, are you employed full-time (30 or more hours per week) or part-time?

- _____full-time
- _____part-time

What is your current job title?____

What are your current job duties?____

____

For whom do you work?

Employer____

Address____

Street or Box City Zi

Which best describes your employer?

_____I am self-employed, or in a business owned by my family.

_____I work for a company with fewer than 200 employees.

_____I work for a company with more than 200 employees.

_____I work for a federal, state, or local government agency.

_____I work for a non-profit, non-governmental organization.

Amount of total yearly earnings (this information remains confidential).

_____Less than $5,000

_____$5,001 - $7,000

_____$7,001 - $10,000

_____$10,001 - $15,000

_____$15,001 - $20,000

_____$20,001 - $25,000

_____$25,001 - $30,000

_____$30,001 - $35,000

_____$35,001 - $40,000

_____$40,001 - $45,000

_____$45,001 - $50,000

_____over $50,000

How related is your present job to your field of study at GTCC?

_____directly related

_____somewhat related

_____not related at all

Did your training at GTCC help you get your present job?

_____Yes

_____No

If you could start over again, would you choose to attend and graduate from GTCC?

_____Yes

_____No

If no, why?____

____

If you could start over again, would you select the same program?

_____Yes

_____No

If no, why?____

____

Regardless of any vocational benefit GTCC may have had for you, do you think that having attended college was an important and beneficial experience?

_____Yes

_____No

If no, why?____

____

Which of the following do you think is the single biggest problem you have had in seeking a job after graduation?

_____lack of skills or experience

_____inadequate or inappropriate educational qualifications

_____tight job market

_____not willing to relocate

_____not knowing where or how to look for a job

_____not knowing what I want to do

_____racial discrimination

_____sex discrimination

_____age discrimination

Please check the following resources as to the extent to which you used them in your most recent job search:

	extensively	moderately	did not use	does not apply
Family and friends	_____	_____	_____	_____
GTCC placement office	_____	_____	_____	_____
GTCC faculty members	_____	_____	_____	_____
Volunteer experience	_____	_____	_____	_____
Private employment agency	_____	_____	_____	_____
Employment Security Commission	_____	_____	_____	_____
Newspaper advertisement	_____	_____	_____	_____

Other (please specify) ______________________________

What was your goal when enrolling at GTCC?

_____To obtain a degree, diploma, or certificate with no intent to transfer to another school after completing the course work.

_____To obtain a degree and then transfer to a four-year institution.

_____To take courses to transfer to a four-year institution.

_____To take courses to build my skills in order to transfer to a four-year institution.

_____To take several courses in subjects that I would like to know something about.

_____To obtain skills to get a job.

_____To improve my skills for opportunities for a job promotion or a better job.

_____To explore a career area.

_____To gain personal enrichment.

Other______________________________

____

Did you achieve your goal?

_____Yes

_____No

Additional comments:______________________________

____

____

Thank you for your time in completing this survey. Please remember that the services of the Job Placement Office are available to GTCC alumni.

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

TO: Selected Faculty

FROM: Bruce Nolan, Job Placement

DATE: January 7, 1985

We have recently conducted a survey of 1984 graduates in specific curriculum areas. Attached for your use is a list of the responses we received or information we have on file on your students.

If you have information on the employment status on your remaining 1984 graduates, we would appreciate receiving it. Specifically we would like to know the employer and type of job filled by a graduate. Additional information you might have would also be welcome. May we have your information by January 17?

Please remind your students and graduates that Job Placement will assist them with a job search, both while they are in school and when they graduate. If you help a student find a job, we would appreciate a phone call with the information. This will give us a more accurate picture of the employment status and needs of our students.

Thank you for your assistance in collecting this important information.

Greensboro
501 West Washington Street
Greensboro, NC 27401
(919) 275-9778

Main Campus
Jamestown
P.O. Box 309
Jamestown, NC 27282
(919) 292-1101 — 454-1126

High Point
901 South Main Street
High Point, NC 27260
(919) 889-4545

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

EMPLOYER SURVEY

Appendix B.5

The Guilford Technical Community College Job Placement Office is interested in your opinions and ideas concerning student employment.

Name of Organization ____

Address ____

Type of Business ______________________________ Number of Employees __________

Name and Title of Person Completing Survey ______________________ Phone __________

1. Have you ever hired a GTCC student?

   ____Yes ____No

   If yes, was the student hired for:

   a. Permanent
      ____Part-time
      ____Full-time

   b. Non-Permanent
      ____Temporary
      ____Summer

2. Have you ever listed a job opening with the Placement Office at GTCC?

   ____Yes ____No

3. If yes, how helpful was the office in filling your position?

   ____Very Helpful ____Somewhat Helpful ____Not Helpful

4. Approximately how many positions do you typically have available during the year that would be suitable for a GTCC student?____________ (GTCC programs of study are on the reverse side.)

5. What referral process do you prefer?

   ____Apply in person.
   ____Call to arrange an interview appointment.
   ____Send resume in advance.
   ____Complete application before interview is scheduled.

6. With all other qualifications being equal, would you hire a graduate who worked while attending college over a person who did not work?

   ____Yes
   ____No

   Comments: ____

   ____

7. How important are a student's grades to you?

   ____Very Important ____Somewhat Important ____Not Important

8. For what types of jobs do you typically hire college students? (Please list average hourly pay. All data will be kept confidential and reported at the aggregate level only.)

____Clerical	$________	____Accounting Assistants	$________
____Maintenance	$________	____Engineering Assistants	$________
____Warehouse	$________	____Research Assistants	$________
____Bookkeeping	$________	____Sales	$________
____Data Entry	$________	____Other	$________
____Computer Operator	$________		

Please return to Job Placement, P. O. Box 309, Jamestown, NC 27282.
If you have current needs, complete and return the enclosed job listing form.

THANK YOU!

Appendix B.6

Conducted through Title III grant, NOT Job Placement.

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

BUSINESS AND INDUSTRY NEEDS ASSESSMENT

INSTRUCTIONS

We appreciate your assistance with this important project. Based on the information which you and several hundred other Guilford County business people are providing, we will adjust our training programs to better meet the needs of the business community.

Please read the questionnaire carefully and answer each appropriate question. In most cases, all you need to do is circle the number of the best answer. In several questions, however, we would like to know your opinion more fully. The more completely you answer these questions, the better we can know and serve your needs. There are no right or wrong answers--all questions concern your needs and experience.

In many questions we ask about Guilford Technical Community College graduates. Quite often students take a few courses, but do not graduate before going to work. By leaving early, they miss the full benefit of the program and do not fairly represent it in its entirety. Therefore, when answering questions about graduates please consider only those individuals you know have completed their studies. Those who finished their degrees after beginning work for you should be included.

After completing the questionnaire, please mail it to the address below. Feel free to call if you have questions about the questionnaire itself, or about how the information will be used.

Thank you very much for your time and help.

Dr. Wayne Silverman
Guilford Technical Community College
P.O. Box 309
Jamestown, N.C. 27282
292-1101 ext.2414

Conducted through Title III grant,
NOT Job Placement.

GTCC
GUILFORD TECHNICAL COMMUNITY COLLEGE

BUSINESS AND INDUSTRY NEEDS ASSESSMENT

OCCUPATION: ______________________ Resp. Number __ ___ (3-5)

1. How many people do you currently employ in the above occupation: (6-7)

   Full time? ____ Part time? ____ (8-9)

2. Do you expect the your employment in this occupation to change in the next 3 years?

   1. No 2. Yes......By how much? +______ (10-11)
   -______ (12-13)

3. How difficult or easy do you find it to fill entry level openings in this occupation with individuals possessing the skills you need? (14)

   1. Very easy
   2. Somewhat easy
   3. Neutral
   4. Somewhat difficult
   5. Very difficult

   If you find it difficult, would you please explain some of the problems you have. ______________________ (15-16)

   ____

   ____

4. What are your minimum educational requirements for new hires in this occupation? (17)

   1. Less than a high school diploma
   2. High school diploma
   3. Training at a post-secondary vocational or technical college
   4. Some college
   5. College degree

5. Do you currently employ any graduates of GTCC's __________ program? (18)

   1. Yes.....How many? ____ (19-20)
   2. No

Project design by: William H. Conner (919) 275-1558
1501 Fairmont Street
Greensboro, NC 27403

6. Over the last 5 years, about how many GTCC graduates have you employed in this occupation? _____ (21-22)

IF YOU HAVE EMPLOYED GTCC GRADUATES, PLEASE SKIP TO QUESTION 7.

IF YOU HAVE NOT EMPLOYED GTCC GRADUATES WITHIN THE LAST 5 YEARS, PLEASE ANSWER QUESTION 6a THEN SKIP TO QUESTION 23.

6a. If there are specific reasons why you have not hired GTCC graduates, please list them below. (23-24)

____

____

(skip to question 23)

7. Overall, how satisfied have you been with GTCC graduates? (25)

1. Very satisfied
2. Somewhat satisfied
3. Neither satisfied nor dissatisfied
4. Somewhat dissatisfied
5. Very dissatisfied

8. Regardless of the overall level of satisfaction, most employers find that, relative to their needs, employees trained at GTCC have both strong and weak points. Please answer both questions below.

What do you see as the strong points of these GTCC graduates?	What do you see as the weak points of these GTCC graduates?	
____________________	____________________	(26-27) (28-29)
____________________	____________________	
____________________	____________________	

9. How well qualified have you found GTCC graduatess to be for entry level positions in this occupation? (30)

1. Well qualified
2. Somewhat qualified
3. Poorly qualified

10. Compared to non-graduates with similar experience and aptitude, would you say GTCC graduates applying for a job... (31)

1. Have a much better chance of being hired
2. Have a slightly better chance
3. Have an equal chance
4. Have slightly less of a chance
5. Have much less of a chance

PLEASE INDICATE HOW STRONGLY YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS ABOUT GRADUATES OF THE GTCC PROGRAM FOR THIS OCCUPATION.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
11. Communications skills of these graduates are very good.	1	2	3	4	5	(32)
12. They have demonstrated a strong ability to continue learning on the job.	1	2	3	4	5	(33)
13. Their human relations skills need to be strengthened.	1	2	3	4	5	(34)
14. I have found that these graduates have an accepting attitude towards authority.	1	2	3	4	5	(35)
15. They do not always show a strong willingness to work.	1	2	3	4	5	(36)
16. Often, these graduates from GTCC aren't as concerned about quality as I would like.	1	2	3	4	5	(37)
17. Graduates of this program have learned how to think through a problem, and bring an analytic perspective to their work.	1	2	3	4	5	(38)
18. People I have hired from this GTCC program need to show more iniative on the job.	1	2	3	4	5	(39)

19. Both technical skills (that is, craft skills--those used in performing the direct tasks of the job) and general skills (job related, but indirect skills, such as communications and human relations) are needed in most employees. Unfortunately, increasing the teaching time given to either one decreases the time available for the other. Compared to the current balance between technical and general skills training, how would you like to see this GTCC program adjusted? Place an 'x' on the line below at the point which indicates the type and degree of change you would like to see. Remember the trade-off: Increasing one requires that the other be decreased.

Increase attention technical skills			Make no change			Increase attention general skills	(40)

20. Both classroom and hands-on training are used to teach vocational skills. For this program, do you feel that GTCC needs to increase the amount of practical training relative to classroom training, leave things as they are, or increase the amount of classroom training relative to classroom training? (41)

1. Increase practical training
2. Make no change
3. Increase classroom training

21. Are there skills or knowledge which you need in entry level workers in this occupation which you have found missing in GTCC graduates? (42)

1. No
2. Yes...please list. ________________ (43-44)

____

____

22. Are there skills or knowledge which are now included in the GTCC program which you believe could be dropped? (45)

1. No
2. Yes

If yes, please list. ________________ (46-47)

____

____

23. Are there short-term skills courses the College could offer in an effort to update the training of your employees in this occupation? (48)

1. No
2. Yes.....What types of courses would you like to see? ________ (49-50)

____

24. Have or will technological or market changes alter the skills which you need in entry level employees? (51)

1. No
2. Yes

If yes, would you please tell us about the changes you foresee in your training needs. ________________ (52-53)

____

____

25. Finally, if there are additional comments you would like to make about the GTCC *s program, would you please do so below? (54-55)

____

____

Appendix B.7

Conducted by staff through Title III project and completed during personal interview. NOT a Job Placement project.

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

BUSINESS QUESTIONNAIRE

Respondent number __ ____ **(1-3)**

Company name ____________________

Contact name ____________________

Title ____________________

1. I would like to begin by finding out some basic information about your firm. Please look at this list of business classifications (HAND LIST), and see if I am correct in placing your organization under __________. Classification number_______. **(4-5)**

2. Below the classifications are employment categories. Which one covers your firm's local, that is, total Guilford County, employment?_______ (6) **(6)**

3. How do you expect your local employment to change over the next 3 years? Do you expect it to (READ): (7)

    1. Increase by 10% or more
    2. Increase by less than 10%
    3. Remain unchanged
    4. Decrease by less than 10%
    5. Decrease by 10% or more

4. As you probably know, different people have quite different ideas about how a Community College should serve its area. Could you tell me your ideas on what the mission of Guilford Tech should be? (8-10)

____

____

____

5. How satisfied are you with the job GTCC is doing in fulfilling its mission as you see it? Are you very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, or very dissatisfied? (11)

    1. Very Satisfied
    2. Somewhat satisfied
    3. Neutral
    4. Somewhat dissatisfied
    5. Very dissatisfied

6. Now, I'd like to mention several College programs and services to learn first if you are aware of them, and second, if you have taken advantage of them in the past.

The First is In-house Training. Are you aware of it?
1. Yes 2. No 9. DK

Have you used it? 1. Yes 2. No 9. Don't know

How often? 1. Once 2. Several times 3. Regularly

Have you been satisfied or dissatisfied?
1. Satisfied
2. Neutral
3. Dissatisfied
9. Don't know

	Aware	Used	How often	Satisfied	
In-house training					(12-15)
Supervisory training					(16-19)
Adult education					(20-23)
Formal placement service					(24-27)
Placement through faculty					(28-31)
Seminars					(32-35)
Technical skills up-date					(36-39)
General skills training					(40-43)
Co-operative education					(44-47)

INTERVIEWER: Add additional comments on the items above. ______________________

____

____

____

____

8. I would like to talk with you now about your feelings towards GTCC in general.

INTERVIEWER: DISCUSS LOOSELY, BUT DIRECT THE CONVERSATION SO THAT ALL OF THE POINTS BELOW ARE COVERED.

Are there any weaknesses or strengths to the College's offerings of which you are particularly aware? ____________________

____

Is the College sufficiently business oriented? ____________________

____

Are there any specific programs about which you have opinions? ____________

____

Are its training facilities adequate and up-to-date? ____________________

____

Other remarks ____________________

____

____

9. A lot of companies are undergoing a great deal of change due to changing technology and market conditions. Could you tell me about what your company is experiencing in this area and how it is affecting your training needs?

Amount and type of change: ____________________

____

____

Past, current, or expected: ____________________
This firm, or industry- wide: ____________________

Increasing automation: ____________________

New skills for existing occupations: ____________________

New occupations: ____________________

Increasing basic education requirements, such as literacy and math

____

____

Other remarks about changing needs. ________________________________

____

____

____

In addition to this general information which you are giving me, we would like to learn about your needs for several specific occupations. I have a form which I would like to have completed for each occupation by someone who works directly with workers in that occupation, and who knows your needs in that area. Let me read from this list those occupations which you might employ, and get the name of a contact for each.(INTERVIEWER: get the name of a contact for each of the taraget occupations. Remember to ask for a phone extension or department name) Would it be possible for you to pass these forms on to these people along with an instruction sheet, and perhaps some encouragement to complete and return them promptly?

Program	Contact

As I stated at the beginning, both this questionnaire and the occupational assessments will all be kept completely confidential if you wish. On the otherhand, with your permission, we would like to keep this information on file under your company name. That way, in the future we can know your needs more exactly. This will help us in planning future services and programs, and in directing information to you about our offerings. If you are willing for us to keep it on file, but are concerned about certain sensitive items, we can block those items out after processing the information for this survey.

1. Completely confidential
2. Keep on file

INTERVIEWER: Place large 'X' beside confidential items.

THANK YOU VERY MUCH FOR YOUR HELP!!

Appendix B.8
Conducted by request of
the Board of Trustees and
NOT Job Placement.

GTCC

GUILFORD TECHNICAL COMMUNITY COLLEGE

May 2, 1984

In a continuing effort to better serve Guilford County's commerce and industry, the Board of Trustees of Guilford Technical Community College needs information regarding the employment of its graduates and students who have completed courses or programs. Therefore, it would be very helpful and greatly appreciated if the enclosed survey is completed as accurately as feasible and returned by May 15. Your responses will be kept confidential.

Thank you for this courtesy.

Sincerely yours,

Raymond Needham

Raymond Needham, President
Guilford Technical Community College

RN/sh

Attachment

Greensboro
501 West Washington Street
Greensboro, NC 27401
(919) 275-9778

Main Campus
Jamestown
P.O. Box 309
Jamestown, NC 27282
(919) 292-1101 — 454-1126

High Point
901 South Main Street
High Point, NC 27260
(919) 888-4546

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

GUILFORD TECHNICAL COMMUNITY COLLEGE

SURVEY

1. We currently employ ______ GTCC graduates or students.
   Note: If you cannot be exact, please closely estimate the number.

2. We hire GTCC graduates or students (please check):

   ______By actively recruiting through GTCC contacts.
   ______Only if they apply for employment.
   ______Only occasionally because we have little or no need for employees with technical or vocational training.
   ______Other, please state:

3. Within the ranges given below, how many local employees does your business/industry currently employ? Please check the category.

   ______1-50 employees
   ______51-200
   ______201-500
   ______501-1,000
   ______over 1,000

4. If you anticipate employing additional/replacement personnel, please list them below. If actual figures are not available, estimate your needs. A list of our curriculum offerings is enclosed for your use but do not restrict your answers to this list.

Time Period	Employees Needed	Education/Training Background
May through Dec. 1984		
Jan. through Dec. 1985		
Jan. through Dec. 1986		

(continued on back)

5. We would like to discuss our future employment training needs with GTCC. Yes______ No______
Our contact person for this discussion is:

Name____

Position____________________________________

Telephone Number______________ Ext.________

6. Please share any comments or suggestions you have about GTCC or how it may improve its services.

7. This survey has been completed/approved by:

Name____

Position____________________________________

Telephone Number________________ Ext.______

Business/Industry Name______________________

Thank your for completing this survey. Please let us know how GTCC can help your business/company with its training needs.

Enclosed is a self-addressed, stamped envelope.
Please return on or before May 15.

GUILFORD TECHNICAL COMMUNITY COLLEGE
CURRICULUM PROGRAMS
1983 - 1984

Associate of Applied Science Degree Programs

Accounting
Architectureal Technology
Automotive Mechanic/Technician
Aviation Management Technology
  -Management Option
  -Career Pilot Option
Banking & Finance
Business Administration
Chemical Technology
Civil Engineering Technology
Commercial Art & Advertising Desgin
Criminal Justice - Protective Technology
  -Corrections
  -Law Enforcement
  -Juvenile Justice
Dental Hygiene
Early Childhood Specialist - Level II
Electronics Data Processing - Business
Electronics Engineering Technology
Emergency Medical Science
Fire Science Technology
Food Service Management
General Education
General Office Technology
  -Legal Option
  -Medical Option
Industrial Maintenance Technology
Industrial Management Technology
Mechanical Drafting/Design Technology
Medical Office Assisting
Nursing Education Option - Level II
Occupational Technology
Secretarial Science
  -Executive Option
  -Medical Option
Vocational Instructor

College Transfer (Associate Degrees)

Associate of Arts
Associate of Science

Vocational Diploma & Certificate

Administrative Management
Air Conditioning & Heating
Air Conditioning & Refrigeration
Auto Body Repair
Automotive Mechanics
Cabinetmaking
Carpentry
Cosmetology
Dental Assisting
Diesel Vehicle Maintenance
Early Childhood Specialist - Level I
Electrical Installation & Maintenance
Food Service
Industrial Maintenance Electromechanics
Machinist
Mechanical Drafting & Design Tech.
Nursing Education Option - Level I
Packaging Machinery Servicing
Photography
Surveying
Television Servicing
Tool & Die
Upholstery
Welding

Appendix C.1

OFTEN STUDENTS COME TO YOU FOR INFORMATION, ADVICE AND ASSISTANCE ABOUT CAREER DECISIONS AND JOB HUNTING. WE CAN HELP YOU HELP YOUR STUDENTS. WE WOULD LIKE TO TELL YOU ABOUT WHAT WE HAVE TO OFFER AND INVITE YOU TO JOIN US IN IMPROVING CAREER AND JOB PLACEMENT SERVICES TO GTCC STUDENTS.

THE PLACEMENT OFFICE AND THE CAREER SERVICES CENTER ARE WORKING COOPERATIVELY TO MAKE SERVICES AVAILABLE TO THE LARGEST NUMBER OF STUDENTS. WE WANT YOU TO KNOW OF OUR WILLINGNESS TO VISIT YOUR CLASSES TO PRESENT WORKSHOPS ON MANY TOPICS, INCLUDING:

*JOB OPPORTUNITIES FOR SPECIFIC MAJORS
*RESUME AND COVER LETTER WRITING
*EVALUATING A WORK EXPERIENCE
*JOB SEARCH STRATEGIES

WITH YOUR COLLABORATION WE CAN TAILOR ANY OF OUR SERVICES TO THE SPECIFIC NEEDS OF YOUR STUDENTS.

IN ADDITION TO WORKSHOPS IN CLASSES, WE CAN AT YOUR REQUEST PLAN SPECIAL PROGRAMMING SUCH AS EMPLOYER PANELS, JOB FAIRS AND INFORMATION INTERVIEWS.

PLEASE INDICATE IN THE SECTION BELOW HOW WE CAN BE OF SERVICE TO YOU AND YOUR STUDENTS.

- - - - - - - - - - - - - - - - - Detach here - - - - - - - - - - - - - - - - -

Name:______________________________ **Phone:**______________

Would you like to talk with us about scheduling a workshop(s) for your classes? YES NO

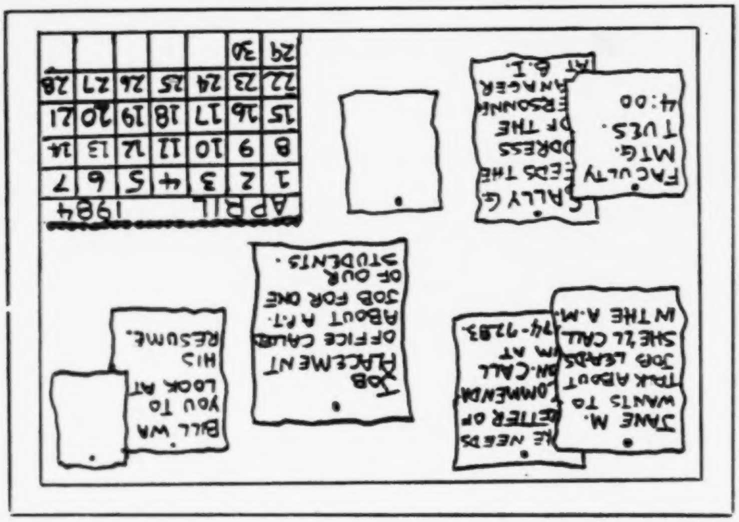
Would you like one of us to contact you about the services of Job Placement and the Career Services Center? YES NO

Would you like to discuss other programming possibilities? YES NO

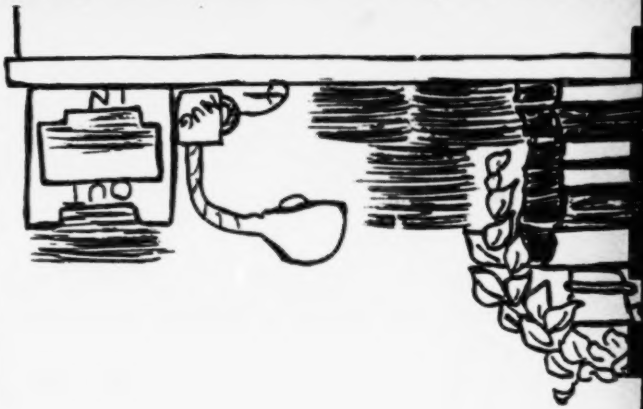
Other requests/comments______________________________

____

Please return this form through campus mail.



APRIL 1984
BILL WA
YOU TO
LOOK AT
HIS
RESUME.
JOB
PLACEMENT
OFFICE CALLED
ABOUT A P.T.
JOB FOR ONE
OF OUR
STUDENTS.
JANE M.
WANTS TO
TALK ABOUT
JOB LEADS.
SHE'LL CALL
IN THE A.M.
HE NEEDS
ETTER OF
COMMENDA
ON. CALL
IM AT
74-9283.
SALLY G.
EEDS THE
DDRESS
F THE
ERSONNE
ANAGER
AT G.I.
FACULTY
MTG.
TUES.
4:00



Job Placement Office
211 Medlin Campus Center

Campus Mail

Job Placement Office
211 Medlin Campus Center

FACULTY...

HERE'S AN OFFER YOU CAN'T REFUSE!!!

Do you ever need to be two places at once --

a campus meeting AND in class?
a workshop AND in class?
anyplace else AND in class?

The usual option is to cancel class when you absolutely, positively have to be somewhere else. We have another option for you to consider.

The staff of the Work Experience and Career Services department have several presentations to offer in classes. These can be adapted to any class length and can be an alternative to cancelling a class session. Topics include:

- Job Seeking Skills
- Job Keeping Skills
- Assessing Your Occupational Interest
- What Do Employers Look For?
- Your Rights and Responsibilities in the Work Place
- Interviewing
- Resume Writing
- Personality Types and Occupational Preferences
- Analyzing a Work Experience
- Sexual Harrassment in the Work Place

If you need a substitute or simply would like your classes to benefit from one of these programs, contact the Job Placement Office (ext. 2325) to schedule a program. Staff members available for presentations are Mary Breeze, Bill Geter, Mary Lockey, Bruce Nolan and Jackie Pettiford. We'll help you be two places at once.

Appendix C.3

We'd like to make a point...

Job Placement Is for YOU if . . .

- YOU NEED A PART-TIME JOB WHILE ATTENDING SCHOOL
- YOU WANT SOME WORK EXPERIENCE TO MAKE YOU A STRONGER CANDIDATE FOR A JOB AFTER YOU GRADUATE
- YOU NEED HELP IN PLANNING A JOB SEARCH
- YOU WANT ASSISTANCE WITH WRITING A RESUME OR PREPARING FOR AN INTERVIEW
- YOU NEED INFORMATION ABOUT EMPLOYERS
- YOU WANT TO PLAN AHEAD FOR YOUR JOB AFTER GTCC

If Job Placement IS for you, then visit

JOB PLACEMENT CENTER

211 Medlin
Campus Center

Appendix C.4

Help! I have to write a resume!

WHAT IS IT?

"A resume is an advertisement for you. Its primary purpose is to get you in to see potential employers about jobs that interest you." (Catalyst) A resume is a brief description of the very best you have to offer a potential employer. It is NOT an autobiography.

HOW LONG SHOULD IT BE?

Because a resume is a summary, it should be 1-2 pages long. If it is more than one page in length, the most important information should appear on the first page.

WHAT SHOULD IT INCLUDE?

The basic components of a resume are:

*Identification heading - name, address, telephone number

*Objective - a short statement of what type of position you are seeking. The objective should be fairly specific, mentioning a job title when possible.

*Education - a list of institutions attended (after high school), degrees earned, major(s) and date conferred. It is usually appropriate to list the most recent degree first, with all information in reverse chronological order. If you wish to highlight special areas of emphasis, or a particular research topic, it is appropriate to do so in the education section. Academic honors, such as a strong GPA or honors graduate status, should also be included.

*Experience/Skills - Do not despair if you do not have a long work history to list on your resume. You do have skills and experiences which are important to a potential employer. The challenge in writing a resume to sell yourself is to identify the particular skills or experiences which qualify you for the positions you are targetting.

If you are listing experience as a work history, the most common format is reverse chronological. If you have more than one work experience to show, then be consistent in the format used for listing positions. Include the employer, city and state, job title, a brief description of job function, and dates about each job you list. Use the same order for presenting all jobs.

If you choose to list skills, then choose general headings (Management Skills, Communication Skills, Training Skills, etc.) and list several examples of things you have done which document that you have demonstrated that particular skill. REMEMBER, EXPERIENCE DOES NOT HAVE TO COME FROM PAID POSITIONS TO BE OF VALUE. However, if your experience comes from volunteer activities, be able to describe your functions and responsibilities in language relating to an employer's needs.

*References - It is not necessary to list the names and addresses of your references on your resume, but it is necessary to acknowledge that they may be required. "References are available upon request" is sufficient for most resumes. However, if asked to provide references, be prepared with a list of your references, their addresses and telephone numbers.

*Optional headings - Additional components of a resume, to be included at your discretion, are (1) a summary statement, (2) activities - extracurricular or civic, (3) honors and awards, (4) professional and other associations, and (5) personal.

IN WHAT ORDER SHOULD THESE ITEMS APPEAR?

You control the content of the resume, therefore you control the order in which the component parts appear. Decide what you wish to emphasize, and arrange the resume to highlight your most impressive or relevant qualifications. There is no one format to use, but select a format that best sells you.

HOW SHOULD IT LOOK?

Resumes are scanned, not read. They should not look like an essay with paragraphs. Resumes are written in phrases, not sentences. They should be easy to scan and visually appealing. The language should be action-oriented.

Leave space between major sections and emphasize the headings by using all capitals or underlining.

Of course, the resume should be error-free, no misspellings, no typographical errors. If you have a resume reproduced, each copy should look like an original. Select a good bond paper in a conservative color (white, ivory, gray are the most common).

Have someone critique your resume, for content and errors. Someone else's reaction to your resume is important, since you are sending a message with your resume. Ask at least one other person if you are accomplishing what you hope to with your resume. Are others impressed with the content?

A FINAL NOTE:

Writing an effective resume is not an easy task, so do not get discouraged if you have to labor with it. Do not expect to get it right the first time; expect to write and revise. The process will help you analyze your unique skills and qualifications, and will force you to present your personal characteristics and attributes in an organized manner. Spending time writing a resume is not a necessary evil; rather it is an important step in an effective job hunt, a means to a satisfying work experience.

Prepared by Job Placement and Development, Guilford Technical Community College
For further assistance, visit 211 Medlin Campus Center, or call 292-1101 ext. 2390

Appendix C.5

KEY WORDS
FOR
RESUME PREPARATION

A key to writing effective resumes includes concise, positive descriptions about your academic and extra-curricular or civic activities and your work (paid or voluntary) experiences. Choose aspects of your academic, extra-curricular, civic and/or work experiences that **demonstrate the most relevant qualifications; emphasize these on your resume through concise descriptions.** Descriptive statements, **NOT** complete sentences, are most effective. (Examples: Supervised three assistants. Solved resource problem in a creative, practical manner.) These statements begin with **action words** and use **positive self-descriptive words.** The lists below should assist in writing your resume.

ACTION VERB WORDS

achieved
accelerated
adapted
adjusted
administered
analyzed
applied
approved
attained
chaired
communicated
compared
completed
conducted
conferred
controlled
coordinated
counseled
created
dealt with
defined
delegated
demonstrated
designed
developed

directed
effected
eliminated
encouraged
enlisted
established
estimated
evaluated/
reevaluated
expanded
expedited
forecasted
founded
generated
guided
implemented
improved
increased
influenced
inspected
instructed
interpreted
launched
lead
lectured

maintained
managed
molded
motivated
negotiated/
renegotiated
organized
originated
participated
perceived
performed
persuaded
pinpointed
planned
produced
proficient at
programmed
promoted
proposed
proved
provided
recommended
reconciled
reduced
reinforced

related
reorganized
reported
researched
responsible
revamped
reviewed
revised
scheduled
selected
set up
simplified
solved
stimulated
streamlined
strengthened
structured
succeeded
summarized
supervised
supported
taught
trained
updated
wrote

SELF-DESCRIPTIVE WORDS

active/ly
adaptable
aggressive
alert
ambitious
analytical
articulate
assertive
attentive
broat-minded
conscientious
consistent
constructive
creative
dedicated
dependable
determined
diplomatic
disciplined
discrete
economical
efficient
energetic
enterprising
enthusiastic
extroverted
fair
flexible
forceful
hard worker

imaginative
independent
logical
loyal
mature
methodical
objective
optimistic
perceptive
personable
pleasant
positive
practical
productive
proficient
realistic
reliable
resourceful
respected
self-reliant
sense-of-humor
significantly
sincere
sophisticaled
successfully
systematic
talented
understanding
will travel
will relocate

Compiled and adapted from:

C. Randall Powell, Career Planning & Placement for the College Graduate of the 70's, Dubuque, Iowa, Kendall Hunt, 1974.

Richard Bolles and John C. Crystal, Where Do I Go From Here With My Life?, New York, Seabury Press, 1974.

Distributed by:

Career Planning and Placement
Guilford Technical Community College
Medlin Campus Center
Room 221

QUESTIONS ABOUT YOUR RESUME

In critiquing your resume, ask the following questions:

- Is it no more than 2 pages in length? Are the most important facts found on the first page?
- Are there typing, spelling or grammatical errors?
- Is it typed or printed on 8½ x 11 white or off-white paper of good quality?
- Is the format attractive, with adequate margins and spacing? Have you used underlining or capitalizing to highlight important information?
- Are your work and related experiences written in concise statements using action verbs? Do these statements emphasize skills and accomplishments?
- Do you have your identifying information (name, address, telephone) as the heading of your resume?
- Is your resume divided into major sections to show education, experience, etc., and is each section prominently labelled?
- Have you shown a job title, name and location of employer and dates of employment for each work experience?
- If yours is a chronological resume, have you listed the most recent experience first? Are your education and experience listed in reverse chronological order?
- Does your education section show the school, location of school, degree and major and date of graduation? Does it show academic honors if applicable?
- Does the resume present you in a positive manner? Does it reflect you as a person?
- Have you included all information you would want a prospective employer to learn about you from reading your resume?
- If you have included a job or career objective, does the rest of the resume support that objective?
- Have you had someone critique your resume? (Staff members in the Job Placement office and Career Center are available to evaluate the effectiveness of your resume.)
- Have you given a copy of your resume to the Job Placement office in 221 Medlin Campus Center?

Appendix C.7

JOB HUNTING

Does the thought of looking for a job overwhelm, frighten or excite you? Do you know where to begin? Job hunting is a big process that can be broken into smaller parts. The smaller parts are easier to tackle, less overwhelming than the awesome task of LOOKING FOR A JOB. Consider your job search as a series of tasks and you will feel accomplishment all along the way. The following outline is designed to help you manage your job hunt.

THINGS TO DO BEFORE YOU APPLY

Know yourself. Do you know your personal interests, skills, abilities, values, lifestyle? While these factors don't sound job related, they are important to consider in determining jobs that would suit you.

Set career goals. What do you want to do immediately and long-term? Can you state a career objective?

Develop contacts. You already have a large network of people who can help you with a job search. Family, friends, faculty members, colleagues, previous or current employers are all important to your job search. Each one is a source of referral to even more contacts. A surprising percentage of jobs are found through networking, so use your contacts.

Identify potential employers. Before you make a phone call or send a resume, research the employers in which you are interested. Sources of information are your contacts, the Placement Office, the public library and literature distributed by the employer. Learn as much as you can before you apply.

WAYS TO CONTACT AN EMPLOYER

A visit to gather information. It is often appropriate to visit an employer before applying for a job. Reasons for such a visit include:

1) To observe a work environment.
2) To talk with people doing what you might want to do.
3) To inquire how your skills and training would be used by the employer.
4) To learn the application process.
5) To learn about current or anticipated vacancies.
6) To ask for advice about other contacts.

A phone call or letter to gather information. Letters of inquiry or telephone calls can gather some of the above information when a visit is not possible.

NOTE: Remember to follow-up any employer contact with a thank you note to anyone who shared time and information with you.

An application for employment. If after gathering information you are still interested in working for a particular employer, it is time to put all your homework to use. Applying for a position involves:

1) Completing an application when required by the employer. Your preapplication research will have determined if there is a standard application for employment.
2) Submit a resume tailored to the needs of the employer. Even if a resume is not required, it is still a good practice to include one. It demonstrates your seriousness.
3) Write a cover letter explaining your interest and qualifications and requesting an interview. Be specific by having an objective when applying. Mentioning a job title or titles is better than leaving it up to the employer to second guess what you are seeking.
4) Check the status of your application. Within a week or two after submitting an application, it is appropriate to follow-up with a phone call to inquire about your application.

over

The interview. It is a small victory to be called for an interview. The employer is considering you for employment! The interview is your chance to sell yourself and what you have to offer. Seek assistance in preparing for an interview if you need it, and review your homework on the employer. Don't forget to follow-up the interview with a thank you letter.

References. Employers frequently require names of people who will give a reference for you. Make the best use of your references by:

1) Picking ones appropriate to the position for which you are applying.
2) Keeping your references informed about your job hunt.
3) Giving all references a copy of your resume and job descriptions when possible.
4) Asking, when you feel it appropriate, a reference to initiate contact by calling or writing an employer on your behalf.
5) Requesting feedback from your reference.
6) Thanking them!

SO YOU GOT A JOB OFFER! NOW WHAT?

Gather all information necessary to a yes or no decision. Do you understand all elements of the job - duties, hours, pay, benefits?
Ask how much time you may have to consider the offer.
Identify reservations you have about the job and seek some resolution to your concerns. Ask for a site visit or another interview if you desire more information.
Negotiate an offer if there are factors you wish to alter, but negotiate reasonably and from an informed position.
Accept or reject the offer in writing. If you accept, restate the terms of the offer, i.e., duties, salary, starting date, etc. If you reject the offer, thank the employer graciously and briefly explain your reason. You may need to contact him/her in the future, so don't close doors on a future opportunity.

HOW TO HANDLE REJECTION

How should you react if you are not chosen for a job? Face the facts. In the process of job hunting you will most likely receive at least one rejection; however, even a rejection can be turned into something positive.

Once again it is important to formally thank the employer for considering your application. Who knows, the opportunity to be considered for future employment may exist. Taking time to write a thank you note shows you are thorough and courteous.

If you wish to be considered for future positions with the employer, ask that your resume and application remain on file. Also, ask how long your application will remain active so you will know when to recontact the employer.

If you want to learn from the experience, ask for feedback about your qualifications and your interviewing skills. Ask what additional skills would make you a more attractive candidate for the same or a related position. This information can help you in applying for other positions.

Perhaps most importantly, don't let disappointment sabotage your other job hunting efforts.

Prepared by Job Placement and Development
Guilford Technical Community College

AN ANNOTATED BIBLIOGRAPHY

OF

CAREER PLANNING AND PLACEMENT CENTER MATERIALS

GUILFORD TECHNICAL COMMUNITY COLLEGE

Compiled by: Mary Breeze
and
Thomasine C. Gant,
July, 1982

Revised and
Updated by: Mary Breeze
and
Mary Lockey,
April, 1985

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ASSESSMENT INSTRUMENTS

ACT Career Planning Program (CPP). Iowa City: American College Testing Program, 1981.

Measures abilities, work-related experiences and interests. Self-scoring abilities section for immediate feedback. Allows transfer of scores to machine-scoring answer sheets. Includes self-interpreting student report and booklets with steps for career exploration, planning, and decision making. 9th grade reading level.

California Occupational Preference System (COPS) Interest Inventory. San Diego: EdITS, 1982.

Appropriate for high school or college students or for adults, this inventory measures interest level in 14 career areas. It can be scored either by the examinee or by the counselor. Most individuals complete the inventory in 20-30 minutes; scoring takes 10-20 minutes. The inventory contains 168 items; responses range along the L l d D continuum (indifferent is not an option). An accompanying booklet offers detailed information about each career cluster (sample occupations, related skills and abilities, and college majors).

California Occupational Preference System (COPS) Interest Inventory, Form P. San Diego: EdITS, 1982.

This inventory is appropriate for college students or graduates. It measures interest in 16 professional areas. Testing time is 20-30 minutes, with scoring taking 10-20 minutes. There are 192 items with responses ranging along the L l d D continuum (indifferent is not an option). Accompanying material provides detailed information about each career cluster (sample occupations and college majors).

California Occupational Preference System (COPS) Interest Inventory, Form II. San Diego: EdITS, 1982.

Written at a fourth-grade reading level, this inventory is appropriate for elementary or high school students. It is scored as the individual completes instructions and measures interest in 14 career areas. Accompanying information includes sample occupations for each cluster and related skills and abilities. Testing time is 20-30 minutes, and student scoring takes 15-20 minutes.

Career Ability Placement Survey (CAPS). San Diego: EdITS, 1981.

Measures relative strength and weakness in eight primary areas: mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, manual speed and dexterity. Total testing time is 40 minutes (five minutes per test). The survey is self-scoring. Scores are presented as percentile rankings and stanine scores. Range is from junior high school students through adults.

Career Assessment Inventory (CAI). Minneapolis: National Computer Systems, 1976.

Patterned after Strong-Campbell instruments but developed specifically for (1) persons seeking immediate career entry and (2) occupations requiring technical, business school, or community college training. Scales include orientation to the world of work, basic and occupational interests, educational orientation. Self, group, or individually administered.

Career Exploration Series (CES). Monterey: Publishers Test Service, 1981.

Self administered, scored, and interpreted. Students match education aspirations, job preferences, and interests with 60 primary job titles foreseen to be most demanded in the 1980s. Separate inventories in agriculture, business, industry, math/science/health, consumer economics/related professions, and design/art/communications.

Career Guidance Inventory in Trades, Services and Technologies (CGI). Monterey: Publishers Test Service, 1979.

Designed for students not planning on 4 or more years of college. Immediate scores on 25 scales including carpentry and woodworking, mechanical repair, welding, drafting, business management, nursing, food service, engineering technology. Aids counselors to help students plan career objectives.

Career Orientation Placement and Evaluation Survey (COPES). San Diego: EdITS, 1980.

A values survey appropriate for use with junior high school through college students or with adults. Testing time is 30-40 minutes with another 10-15 minutes required for scoring, which can be done by the examinee or by the counselor. Scales include investigative vs accepting, practical vs carefree, independence vs conformity, leadership vs supportive, orderliness vs noncompulsive, recognition vs privacy, aesthetic vs realistic, social vs self-concern.

Career Skills Assessment Program (CSAP). Princeton: College Board Publications, 1978.

Multiple use evaluation, self-assessment, and instructional program. Designed to (1) measure proficiency in skills considered useful for achieving a personally satisfying career and (2) develop career skills. Modules in 6 skills areas: self-evaluation and development, career awareness, career decision making, employment seeking, work effectiveness, and personal economics. Easily administered, self-scored evaluations begin each module.

Career Skills Assessment Program (CSAP) Filmstrip. Princeton: College Board Publications, 1978.

Prepared for students and instructors. Gives guidelines for using printed materials in the total program. Three filmstrips and three cassettes: Concepts and Components; Your Skills, Options and Choices; Using the Program Creatively.

Educational Interest Inventory (EII), 3rd ed. Monterey: Publishers Test Service, 1977.

Designed to help students rate major fields of study and to define preferences. Scales for 22 subjects including art, literature, communications, business administration, nursing, engineering, industrial arts, physics, math. Self-scoring answer sheets give immediate profile and access to norms for men and women.

Four Dimensional Career Assessment. Rocky Mount, NC: Wilde & Associates, 1983.

A self-rating form that addresses abilities, values, school subjects, job interests, experiences. Results of the self-scoring form indicate orientation to working with data, people, things, or ideas. Accompanying information includes sample careers for each orientation. Can be used with students of junior high school age on up through adults. Testing time, including scoring, 20-30 minutes.

Kuder Occupational Interest Survey, Form DD. Chicago: Science Research Associates, 1979.

Consists of 100 triads. In each, examinee selects one most liked, one least liked. Yields 114 occupational scores and 48 subject major scores. Interpreted as relationship between examinee's responses and those of successful, satisfied groups in the occupations and majors. Also explains other personal qualities to consider and sources for information about specific occupations. Must be machine scored by national service.

Meyers-Briggs Type Indicator, Form G. Palo-Alto: Consulting Psychologists Press, 1977.

Based upon C. G. Jung's theory of psychological type, this test yields preferences for two pairs of attitudes--extraversion or introversion and judgment or perception--and for two pairs of functions--sensing or intuition and thinking or feeling. Accompanying materials give descriptions and interpretation of the 16 personality types resulting from combinations of these attitudes and functions. Suitable for use with students from junior high school through college or with adults. There is no time limit, but 30-40 minutes is typical. The test may be hand or machine scored.

Ohio Vocational Interest Survey, 2nd ed. (OVIS II). New York: Psychological Corp., 1981.

Intended to help users with educational and vocational plans. Combines interest inventory with optional Career Planning Questionnaire. Profile chart shows high, low, or average interest in 22 occupational fields grouped in D.O.T. categories of data, people, things. Hand scoring takes 15-20 minutes.

Self-Directed Search (SDS). Palo Alto: Consulting Psychologists Press, 1977.

Developed to create a practical simulation of the vocational counseling experience. Self administered, scored, and profiled. Yields code letters representing 6 interest areas: realistic, investigative, artistic, social, enterprising, and conventional.

Strong-Campbell Interest Inventory, 3rd ed. Palo Alto: Consulting Psychologists Press, 1981.

Suitable for use with persons 16 and over. Scoring scales include six general occupational themes based upon Holland typology (RIASEC), 23 basic interest scales, 89 occupational scales, and 2 special scales (academic comfort and occupational introversion/extraversion). The test is untimed, with 20-60 minutes being typical. It cannot be locally scored but must be sent to a national scoring service. The examinee's responses are compared with those of persons in various occupations.

Temperament and Values Inventory. Minneapolis: National Computer Systems, 1977.

Measures individual differences in temperament and work values. Temperament scales include routine vs flexible, quiet vs active, attentive vs distractible, serious vs cheerful, consistent vs changeable, reserved vs sociable, reticent vs persuasive. Work values scales include social recognition, managerial/sales benefits, leadership, social service, task specificity, philosophical curiosity, work independence. Most adults complete the inventory in 30 minutes. It must be sent to a national service for scoring.

Tennessee Self-Concept Scale, Form C (TSCS). Monterey: Publishers Test Service, 1964.

Counseling Form. Appraises 8 aspects of the self: identity, self-satisfaction, behavior, physical, social, moral-ethical, personal, and family selves. Consists of 100 statements with 5 response options from completely false to completely true. Self-administering for individuals or groups. Can be hand-scored in 6 or 7 minutes.

Wide Range Interest-Opinion Test (WRIOT). New York: Psychological Corp., 1979.

Picture inventory to determine interests in 18 clusters such as art, sales, management, office work, mechanics; and attitudes in 8 clusters such as risk, ambition, sex stereotype. Consists of pictures of people engaged in many varied activities that user identifies as most and least liked.
Advantages: May be used with learning disabled, mentally retarded, emotionally disturbed, non-readers, blind or deaf persons. Occupational range from unskilled labor to highest technical, managerial and professional levels.
Disadvantages: Foreign, sheltered, and disadvantaged persons may be unfamiliar with illustrations, may place their own values on them, and may make uncommon interpretations. Self-administering, but staff must assure that examinee understands how to mark answer sheet.

CAREER AND SELF DEVELOPMENT RESOURCES

Alter, JoAnne. A Part-Time Career for a Full-Time You. Boston: Houghton Mifflin Company, 1982.

A reference for women returning to work, students, artists, people seeking career changes, retired persons, two-career couples, and seasonal workers. Details and defines some options (permanent part-time, temporary full-time, freelance, work at home, and job sharing). Points to expanding fields of part-time work. Gives profiles of successful careers in public and private sectors across the U.S. Lists resources, counseling services, public and private employers. Also tips on defining career goals, job hunting, interview techniques, and how to negotiate a part-time schedule.

Bingham, Mindy, Judy Edmondson, and Sandy Stryker. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Santa Barbara: Advocacy Press, 1983.

A collection of exercises to lead a young woman through thoughtful planning of her life and her career.

Blanche, Kenneth P. and Janet L. Aspirations Kit and Workbook. Los Angeles: D & E Career Publications, 1979.

Complete career decision-making system in an attention-holding format. In five parts: students analyze personal data, research occupations fitting that data, verify tentative choices, check out the required training, and prepare the interview. Students led toward an appropriate career cluster, rather than specific careers. For individual or group use, all age levels. Kit contains 73-page, color workbooks, with one game chart included in back of each, and one classroom chart.

Careers and Values: Understanding the Choices. Pleasantville, NY: Sunburst Communications, 1982.

Two filmstrips with cassettes. Explores the meaning of career values. Illustrates young workers who have weighed what is important to them and then made choices based on those values. Shows how students can assess their own values and relate them to career or job choices.

Career Lab. New York: Westinghouse Learning Foundation, 1978.

Self-instructional activities designed to give students realistic aspects of the working world. Nine activity units can be used in various sequential arrangements: Your Personality, Your Interests, Your Needs, What Work Is All About, Trying Out Jobs, Job Interviews and Forms, Positive Attitudes, Your Work Experience, Your Plans.

Carney, Clarke G., Cinda Field Wells, and Don Streufert. *Career Planning: Skills to Build Your Future*. Monterey: Brooks/Cole, 1981.

Deals with decision-making, self-assessment, career choice, and job search. Suitable for use as a text in a career awareness course as well as for individual reading.

Chapman, Elwood N. *Career Search*. Palo Alto: Science Research Associates, 1976.

Presents a 20-step system for choosing a career and getting a job. Designed as a text for a career guidance course but can also be used independently.

____________________. *Your Attitude Is Showing*, 4th ed. Palo Alto: Science Research Associates, 1983.

Can be used as a text for a course in human relations or individually to develop the human relations skills needed to succeed in a job. Each chapter is followed by a case history for students to analyze and discuss.

Cosgrave, Gerald. *Choices for Tomorrow*, rev. ed. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1978.

Volume 3 of the 3-book series *Career Planning*, this book describes three learning pathways: university, community college, and combined work and study.

____________________. *Let's Think About You*, rev. ed. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1984.

Volume 1 of the 3-book series *Career Planning*, this book helps readers to gather and organize information about themselves.

____________________. *Set Your Course*, rev. ed. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1983.

Volume 1 of the 3-book series *Career Planning*, this book explains how to find information about one's options and how to evaluate them.

Crystal, John C. and Richard N. Bolles. *Where Do I Go From Here With My Life?* Berkeley: Ten Speed Press, 1974.

A systematic life/work planning manual for students of all ages, instructors, counselors, people seeking careers or career changes. Based on Crystal's approach--selecting a satisfying career results from self-examination of capabilities, knowledge, values, and priorities. Includes specific instructions for use. Designed to be used in conjunction with *What Color Is Your Parachute?*

Dauw, Dean C. Up Your Career. Prospect Heights, Ill.: Waveland Press, 1980.

A do-it-yourself workbook aimed at a wide age range of users. Assistance for those trying to make and implement a career decision. Uses Holland's Self Directed Search and other self-assessment procedures. Special section on the problems of women, mid-career crisis, how to choose counselors. Useful guide in vocational planning courses.

Exchanging Earnings for Leisure: Findings of an Exploratory National Survey on Work Time Preferences. Washington: U.S. Government Printing Office, 1979.

Analyzes responses to questions about how people prefer to balance work and leisure. Suggests that work time preferences could be supportive of public policies to improve the quality of work, reduce unemployment, remove barriers to employment.

Fryar, Maridell and David A. Thomas. Successful Problem Solving. Skokie, Ill.: National Textbook Company, 1979.

Examines problems, goals, and obstacles, explores some common causes of unsuccessful solutions, and describes the steps in problem solving. Activities and exercises provide practice and application of the concepts presented.

Gale, Barry and Linda. Discover What You're Best At. New York: Simon and Schuster, 1982.

Contains a self-administered and self-scored career aptitude evaluation system designed to help readers identify career strengths, set realistic career goals, and familiarize themselves with nearly a thousand different careers.

____________________. Discover Your High Tech Talents. New York: Simon and Schuster, 1984.

Contains a self-administered and self-scored aptitude evaluation system designed to help readers measure and evaluate their high-tech potential, set realistic goals, and familiarize themselves with more than 300 different high-tech careers.

Gray, Bonnie, Dorothy Loeffler, and Robin King Cooper. Every Woman Works. Belmont, Calif.: Lifetime Learning Publications, 1982.

Offers a sequence of practical strategies women can use in making and implementing new choices for their work and their lives. Includes self-management skills, self and job assessment, and job-seeking skills.

Hooker, Dennis and Almut. *Life Skills: Me & Jobs*. New York: Educational Design, 1984.

A workbook for self-assessment, occupational exploration, and job-seeking skills.

Loughary, John W. and Theresa M. Ripley. *Career & Life Planning Guide*. New York: Cambridge, 1976.

A career planning program for college students. Appropriate for anyone who needs essential guidelines for career planning and development. Explains career development as a life-long process. Emphasizes self-understanding, what people want to *do* rather than *be*, and career survival skills.

Moore, Charles Guy. *The Career Game*, rev. ed. New York: National Institute of Career Planning, 1978.

Designed to provide a comprehensive career decision-making course, this book deals with self-assessment, decision making, career exploration and planning, and marketing oneself.

My Career Plans Series. Chatsworth, Calif.: Career Aids, 1980.

Five objective-based filmstrip programs that explore why people work, how aptitudes and interests relate to work, how to prepare and secure a job, and how to get along with co-workers and employers. For each filmstrip, there is a student worksheet that summarizes the program and provides follow-up activities and a review sheet.

Pilder, Richard J. and William F. *How to Find Your Life's Work*. Englewood Cliffs: Prentice-Hall, 1981.

The first volume in a projected series, this book has chapters on career development as it relates to personal change; career planning in the context of personal, organizational, and global needs; career pathways within organizations; individual styles of functioning; and networking in the job search.

Powell, Randall C. *Career Planning Today*. Dubuque: Kendall/Hunt Publishing Company, 1981.

A comprehensive book on planning, organizing, and controlling one's career. Suitable for use as a text in a college career planning course or for individual reference. Entertaining graphics and good examples of resumes and job search correspondence.

Schmidt, Terry D. *Planning Your Career Success*. Belmont, Calif.: Lifetime Learning Publications, 1983.

A manual outlining nine self-guided steps for exploring oneself and one's goals, analyzing career experience, and developing a strategic plan.

Schrank, Louise Welsh. Life Plan: A Practical Guide to Successful Career Planning. Lincolnwood, Ill.: National Textbook Company, 1981.

A workbook with more than 70 planning pages to lead the user through the process of choosing a career, selecting a school, or getting a job.

Sumner, Pat J., Marian Hendrickson, and David Borchard. Winning Your Career Game. Dubuque: Kendall/Hunt Publishing Company, 1983.

Written for community college students, high school students, and career changers, this book provides self-assessment exercises and occupational information arranged by Holland categories.

OCCUPATIONAL INFORMATION

Allosso, Michael. Your Career in Theater, Radio, Television, or Filmmaking. New York: Arco Publishing, 1978.

Explores daily routines and tasks performed by men and women currently working in media. Provides a blueprint of the media production process from writing and staging a play to manufacturing and distribution of TV commercials. In each chapter: advice from working professionals; answers to frequently asked questions; qualifications, duties, and responsibilities; employment opportunities. Glossary of stage and film expressions. Sources of additional information. In Arco's Career Guidance Series.

American Dietetic Association. Your Future as a Dietitian. New York: Arco Publishing, 1979.

Describes the widely dissimilar career opportunities in the field. A chapter devoted to each specialization in dietetics, chemistry, medicine, research, home economics, teaching, etc. Suggests self-assessment of talent, character, and inclinations. Clear indications of the minimum educational requirement for most options--a bachelor's degree. In Arco's Career Guidance Series.

Area Wage Survey: Greensboro-Winston-Salem-High Point, North Carolina, Metropolitan Area, August 1984. Washington: U.S. Government Printing Office.

Provides results of an August, 1984, survey of occupational earnings in the Greensboro-Winston-Salem-High Point, N.C., Standard Metropolitan Statistical Area.

Bellas, Patricia H. Your Career in the Business World: A Guide for Women. New York: Arco Publishing, 1981.

Comprehensive, practical advice on personal behavior, making decisions, proper working attire, telephone use, lateness and absenteeism, using time wisely, employer trust and confidentiality, promotions, and job opportunities. Includes suggestions for planning a future in business. In Arco's Career Guidance Series.

Berman, Elaine. Your Career in Local, State and Federal Government. New York: Arco Publishing, 1981.

Outlines opportunities at all government levels, including jobs in law enforcement, office work, health care, and the postal service. Describes duties, training required, average salaries, advancement possibilities, procedures for job applications. Shows nature of competitive exams often required by including sample civil service test questions. In Arco's Career Guidance Series.

Brown, Sheldon S. *Your Career in Court Administration*. New York: Arco Publishing, 1980.

Describes 4 job titles: court administrator, clerical worker, court secretary, and court reporter. Informative chapters on personality prerequisites, preparation needed for the "mechanical revolution," and answers to frequently asked questions. Also a national directory of court-related organizations. In Arco's Career Guidance Series.

Career Information Center, 2nd ed. Encino, Calif.: Glencoe/Macmillan, 1984.

Twelve volumes address: administrative, business, and office careers; agribusiness, environment, and natural resources; communications and the arts; construction; consumer, homemaking, and personal service; engineering, science, and technology; health; hospitality and recreation; manufacturing, marketing, and distribution; public and community service; and transportation. A master index comprises Volume 13. All volumes are arranged: jobs requiring no specialized training, jobs requiring some training/experience, jobs requiring advanced training/experience. All volumes contain a chapter entitled "New Trends and Developments in ________________," and several volumes contain a chapter identifying new high growth jobs. This source is valuable in its futuristic orientation.

Chernok, Norma B. *Your Career in Medical Assisting*. New York: Arco Publishing, 1976.

Approaches career field from a practical point of view: typical day in a doctor's office, need for good public relations, obligations and satisfactions, personal aptitudes needed. Appendices include Hypocratic Oath, medical ethics, and essentials of approved educational programs. In Arco's Career Guidance Series.

Chronicle Occupational Library. Moravia, N.Y.: Chronical Guidance Publications.

Occupational briefs classified according to D.O.T. number. Comprised of 600 pieces of varied occupational information filed in suspended and manila folders in a steel cabinet. Organized for easy access: 9 major work categories contain 82 work divisions that contain 187 occupational groups. September-April mailings update briefs, brochures, pamphlets, articles. Each brief replaced every four years.

COIN. Maumee, Ohio: Coordinated Occupational Information Network, 1981.

Comprehensive career information system on microfiche. Filed in 6 categories: occupations, college major, college, apprenticeship, military, and school subjects. Includes Scan Sheets for user self-assessment. Easy to use.

Coleman, Joseph. Your Career in Law Enforcement. New York: Arco Publishing, 1979.

Provides practical information about understanding job requirements, rewards and dangers, job demands, available job options. Includes chapters on patrols, state police, federal law enforcement, police specializations, training and promotion, salaries and benefits. In Arco's Career Guidance Series.

Comish, Edward, ed. Careers Tomorrow: The Outlook for Work in a Changing World. Bethesda: World Future Society, 1983.

A collection of articles that have appeared in The Futurist, all on the theme of what tomorrow's work and workplace will be like.

Computer Programming: Career Opportunities for People with Physical Disabilities. Control Data Corporation, 1982.

Describes the career of computer programmer, tasks performed, training, employment outlook. Considers interests, aptitudes, and physical demands of the job, showing how some people with physical disabilities meet those demands. Helps readers assess their readiness to begin training and to become employed.

COPS Briefs Kit. San Diego: EdITS, 1983.

Keyed to the COPS Interest Inventory, the kit contains occupational description cards arranged by cluster. Each card gives a description of an occupation, training and qualifications required, salary, projected demand, and sources of further information.

COPSystem Career Cluster Booklets. San Diego: EdITS, 1983.

This kit contains booklets keyed to the COPS Interest Inventory. Each booklet describes a particular career cluster, giving job descriptions, training requirements, ability and temperament characteristics, and salary ranges. Charts show projected proportion of persons employed in each cluster

Cornell, Richard. Your Career in Music. New York: Arco Publishing, 1979.

Written for secondary school students but useful for anyone exploring music as a career field. Organized so that one may read sections of most interest. Advice from working professionals, answers to frequently asked questions, qualifications needed. Appendices include resources for further guidance. In Arco's Career Guidance Series.

Corwen, Leonard. Your Future in Publishing. New York: Arco Publishing, 1977.

Organized to give reader an overall picture of how newspapers, magazines, and book-publishing companies work. Describes positions, duties, education, and aptitudes required. Also explains the mechanics of job hunting, how to prepare a resume, and the interview process. Allows reader to explore about 20 opportunities. In Arco's Career Guidance Series.

Daly, Donald F. Your Career in Air Conditioning, Refrigeration and Related Technical Occupations. New York: Arco Publishing, 1979.

Outlines early history, vocational and technical skills required, personal characteristics needed, and how to determine which is the best job and whether one should be self-employed. Objective information about changing trends, work habits, job attitudes, and career hangups. In Arco's Career Guidance Series.

Davis, George. Your Career in Energy-Related Occupations. New York: Arco Publishing, 1980.

Overview of representative careers in 6 categories of the energy industry: coal, petroleum, hydroelectric and steam, nuclear, solar, and alternative energy sources. Includes duties, training, personal qualifications, working conditions, average pay. Notes recent issues such as new strip mining laws, and public concern about nuclear power stations. In Arco's Career Guidance Series.

Dictionary of Occupational Titles (D.O.T.). Washington: U.S. Government Printing Office, 1977.

Covers nearly all jobs in the U.S. economy. Focuses on occupational classifications and definitions. Includes standardized and comprehensive descriptions of job duties and related information for 20,000 occupations. A tool for job placement, employment counseling, occupational and career guidance.

Earle, Vana. Your Career in Medical Technology. New York: Arco Publishing, 1981.

Discusses medical technology and allied health services as expanding fields and excellent areas of employment. Divided into 5 parts with detailed explanations of careers in the medical laboratory, record keeping, hospital services, physician assistance and therapeutic sciences. Appendices include glossary of medical and scientific terms. In Arco's Career Guidance Series.

Employment Opportunities. Newport, R.I.: Harvest Educational Labs, 1978.

Set of 7 color filmstrips with cassettes. Job classifications suitable for most special education students and pertinent to today's job market. Discussion and demonstration of some aspects of these jobs in a straightforward manner. Includes working in a hospital, working with cars, jobs for young men, clerical stock work, working with people.

Exploring Careers. Washington: U.S. Department of Labor, 1979.

Appropriate for junior high school students, this book builds career awareness by means of occupational narratives, evaluative questions, activities, and career games. Fourteen occupational clusters are presented. Emphasizes what people do on the job and how they feel about it and stresses the importance of knowing oneself when considering a career.

File of Facts. Moravia, N.Y.: Chronical Guidance Publications, 1978.

Desk top reference of 3,000 job titles arranged in 24 areas of study and 84 specific interest groups. Gives 4th ed. D.O.T. codes, job titles, and training required. File cards indexed and stored for easy, quick access to informtion.

Frost, Jane C. Your Future in Dental Assisting. New York: Arco Publishing, 1979.

Intended to help reader find a suitable option in dental assisting. Surveys positions in 4 areas: in the business office, at chairside, in the lab, and in patient relations throughout the dental practice. Charts salary ranges. Gives profiles of successful assistants. In Arco's Career Guidance Series.

Gentz, William H. Career Opportunities in Religion. New York: Dutton Publishing Co., 1979.

Written primarily for students, persons interested in career changes, those returning to the job market, and retired persons looking to augment their salaries. Provides information about training and experience needed to qualify for all levels of occupations in religion and religious-related fields. Includes social welfare, education, medicine, the arts, communications, public relations, religious counseling. Also suggests overseas employment options.

Goldmacher, Irving I. Your Career in Sales and Selling. New York: Arco Publishing, 1981.

Provides an overview of industrial, personal, and retail types of selling. Answers essential questions such as: Who are the people who sell? What problems and opportunities are in selling? What should salespersons know about people? Brief narrative cases and examples of typical situations throughout. In Arco's Career Guidance Series.

Guidance Information System (GIS). Hanover, N.H.: Houghton Mifflin.

A computer-accessed system of occupational and educational information containing five files: the Occupational Information File, the Two-Year College File, the Four-Year College File, the Graduate and Professional School File, and the Financial Aids File. The Occupational File contains information about salary, employment outlook, special conditions associated with the work environment, and more. Over 1,000 primary occupational listings and over 3,000 related occupations. The college and graduate school files contain information on program offerings, geographic location, size of student body, costs, campus life, and more. All information is updated annually.

Hanaburgh, David H. Your Future in Forestry. New York: Arco Publishing, 1977.

Written for both students and counselors. Chapter titles include: Career Requirements; Satisfactions; Dissatisfactions; Career Planning; Technical, Public and Industrial Education; Employment and Self-Employment. Provides useful self-evaluation test. In Arco's Career Guidance Series.

Hansen, Mary Lewis. Your Career as a Writer. New York: Arco Publishing, 1979.

Discusses jobs, academic preparation, career ladders, talents and personalities of writers in 4 groups: creative writers; editors; business people who buy, print, and sell printed words; and critics, teachers, and librarians. Uses question and answer format. Appendices include glossary, associations with career information. In Arco's Career Guidance Series.

Harris, Herby and Lucien Farrar. How to Make Money in Music. New York: Arco Publishing, 1979.

Guide for the musically inclined who are interested in occupations as performers, composers, technicians, managers, or agents in show business or the recording industry. Provides sample contracts and discusses their functions. Also guidelines for revised copyright protection; dealing with agents, managers, and music publishers; and what to expect of record companies and radio stations.

Hartbarger, Neil. Your Career in Banking. New York: Arco Publishing, 1980.

An overview of banking as a service-delivering industry. Summarizes qualifications and responsibilities of various positions from teller to control clerk and branch manager. Also speculates on job futures. Appendices of information on earnings, organizations, and other resources. In Arco's Career Guidance Series.

Hawes, Carolyn. Your Career in Art and Design. New York: Arco Publishing, 1978.

Emphasizes that innate talent is essential to a successful career in art and design. Encourages self-appraisal. Concludes with how-to sections on interviews, resume preparation, application letters, portfolios, and making a final job choice. In Arco's Career Guidance Series.

Hollander, Janet and Joe. Your Career in Travel. New York: Arco Publishing, 1981.

Describes possible jobs, education and training requirements, chances for promotion, and other benefits. Charts branches of the travel industry to show auxiliary fields: hotels and motels, recreation, food service, market research, transportation. Includes sample forms for use in determining and planning long-term career goals and for self-assessment. In Arco's Career Guidance Series.

Introduction to Careers. Baltimore: Hampden Publications, n.d.

Kit geared to limited reading levels and for individualized instruction. Ten cassettes covering an introduction to career exploration and nine different occupations, student response booklets, post-tests.

The Job Box. Belmont, Calif.: Fearon-Pitmen Publishers, 1978.

For special needs students. Module of 70 booklets describing a variety of entry-level jobs in 7 job clusters. Includes job preparation information, salary and advancement possibilities. Worksheets ("Job Sheets") for students to assess personal interest in and potential for jobs.

Keppler, Victor. Your Future in Photography. New York: Arco Publishing, 1980.

Stresses the need for a creative, imaginative approach and for knowledge of technical skills to make photography a successful career. Comprehensive information: eye of the photographer, demands for services, earnings, varied occupations, self-evaluation test, preparing a resume. In Arco's Career Guidance Series.

Klevins, Gilbert. Your Career in Office Occupations. New York: Arco Publishing, 1978.

Stresses the importance of office employees in corporations, stores, hotels, the government. Indicates how a variety of aptitudes and interests may be used: person-to-person contact, telephone contact, more solitary duties. Limited list of publications and organizations for additional information. In Arco's Career Guidance Series.

Kohl, Sam and Tom Riley. *Your Career in Animal Services*. New York: Arco Publishing, 1977.

Describes 43 career opportunities and lists schools where one can be trained. Warns reader about correspondence schools that claim training for careers with animals. Part I: 35 careers including animal photographer and animal writer. Part II: 10 kinds of farming and farm-related careers. In Arco's Career Guidance Series.

Koller, William. *Your Career in Construction*. New York: Arco Publishing, 1978.

Considers careers in construction that give a person 3 basic opportunities: to gain personal satisfaction, to use skills, and to advance to supervisory and managerial ranks. Timely advice on education and training required in skilled construction trades that are current and growing. In Arco's Career Guidance Series.

Krem, Viju. *How to Become a Successful Model*. New York: Arco Publishing, 1978.

Written by a professional model. Briefly covers kinds of modeling, beauty routines, interview suggestions, diet and exercise tips, and opportunities for male models. Also a directory of leading model agencies and schools in the U.S. and Canada.

Krannich, Ronald L. and William J. Banis. *Moving Out of Education: The Educator's Guide to Career Management and Change*. Chesapeake, Va.: Progressive Concepts, 1981.

Aimed at educators facing a career change. Shows how to develop a step-by-step, practical job search campaign involving setting objectives, identifying skills, writing a resume, reserching organizations, networking, interviewing, and negotiating the job.

Learning About Careers. Baltimore: Hampden Publications, n.d.

Kit designed for persons with limited reading levels. Individualized instruction. Information on 10 career categories including qualifications needed and detailed descriptions of several jobs in each category. 10 cassettes, student response booklets, post-tests.

Levine, Sol. *Your Future in NASA*. New York: Arco Publishing, 1976.

Designed for students, counselors, and teachers of social studies, economics, and history. Describes careers in space science and technology as reflected in the work of NASA. Suggests courses, current manpower demands, and salary structures, opportunities for women, and related information. Bibliography. In Arco's Career Guidance Series.

Locklear, Edmond. Your Future in Accounting. New York: Arco Publishing, 1978.

Explains 3 broad areas of work in accounting and varied job titles within each: skills and training required, opportunities, personal satisfactions, job application. Includes chapter on women in accounting and Code of Professional Ethics. In Arco's Career Guidance Series.

Lulow, Jo Ann. Your Career in the Fashion Industry. New York: Arco Publishing, 1979.

Comprehensive blueprint of the nature, divisions, and functions of the fashion industry. Illustrates its complexity and varied career options in the numerous branches that design, produce, and distribute clothing and accessories. Lists entry-level jobs. Includes a chapter on fashion publishing and an appendix of schools. In Arco's Career Guidance Series.

McDonald, Susan. Your Career in the Beauty Industry. New York: Arco Publishing, 1979.

Explores numerous career opportunities in cosmetology: hair, facials, makeup, manicures, and outside the salon. Includes possibilities for advancement to managerial levels. Gives advice on looking, applying, and interviewing for jobs, financing an education. In Arco's Career Guidance Series.

Morton, Alexander C. The Official 1981-82 Guide to Airline Careers. New York: Arco Publishing, 1981.

Describes over 50 airline careers including flight attendant, flight engineer, station agent, ramp agent, and many lesser known positions. For each job, outlines of training, appearance and attitude requirements, routes, salary scales, etc. Covers latest regulations and practices of airlines in the U.S., Canada, and the Caribbean.

________________. The Official 1981-82 Guide to Stewardess and Steward Careers. New York: Arco Publishing, 1981.

A quick reference for counseling and placement personnel as well as individuals considering stewardess or steward careers. Presents facts and details to assist in the career decision-making process. Encourages self-assessment of attitude in relation to the varied requirements outlined.

________________. The Official 1982-83 Guide to Travel Agent and Travel Careers. New York: Arco Publishing, 1982.

Details major aspects of the travel industry. A guide to applying and training for jobs. Presents comprehensive lists of advantages and disadvantages, qualifications, specific job titles, training requirements, travel trade publications and associations.

Myers, Alpha and Sara Temkin. Your Future in Library Careers. New York: Arco Publishing, 1977.

Defines 4 kinds of libraries to show diversity of job functions: media centers, learning resources centers, public and state libraries. Suggests an understanding of personal characteristics, qualifications, and education needed as a way to decide about a library career. Includes useful tips for getting a job. In Arco's Career Guidance Series.

1979 U.S. Industrial Outlook. Washington: U.S. Department of Commerce, 1979.

Offers an overview of U.S. industry, including each industry's size, shipments, employment, number of establishments, competitive trade positions (including exports and imports), growth history over the last six years, growth trends, etc. Includes both manufacturing and non-manufacturing firms.

Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1984-85.

Comprehensive information about 250 occupations: job duties, working conditions, places of employment, education and training required, advancement possibilities, job outlook, earnings, and other occupations that require similar aptitudes, interests, or training. Presents effects of business cycle, defense spending, and other economic variables on employment.

Occupations Which Require Licensing in North Carolina. Raleigh: Bureau of Employment Security Research, 1979.

Alphabetical list using 4th ed. D.O.T. code numbers. Includes names and addresses of licensing boards, brief description of the work, and minimum education and training needed to apply for an examination. Indicates that examinations may be written, oral, practical, or a combination of the three.

O'Connell, Peggy. Aim for a Job as a Waiter or Waitress. New York: Arco Publishing, 1980.

Explains the job as part of a career in the competitive food service industry. Dispels the myth that "anyone can wait on tables." Notes advantages and disadvantages. Includes chapters on personalities for breakfast, lunch, and dinner services, and bartending. In Arco's Career Guidance Series.

Paris, Jeanne. Your Future as a Home Economist. New York: Arco Publishing, 1979.

Outlines six broad options of home economics: teaching, dietetics, social welfare, public health, business, and research. Gives range of positions and educational requirements from technician level to specialist level. Projects future employment needs. In Arco's Career Guidance Series.

Pivar, William H. The Real Estate Career Guide. New York: Arco Publishing, 1981.

Provides options and practical information on licensing, educational requirements, salaries, professional organizations. Among areas discussed: residential sales, commercial/investment property sales, counseling, urban planning, appraisal, subdividing, syndication, escrow/title insurance.

Projections to 1990: Employment and Job Needs by Occupation for Nonagricultural Wage and Salary Workers, North Carolina. Raleigh: Employment Security Commission of North Carolina, 1985.

Projections about the job market in North Carolina, based upon past and current trends in various industries. What is likely to happen barring major changes from past trends.

Putnam-Sparks, Konnetta and Carolyn Hoberman Schwarts. So. . . You Want to be a Dental Hygienist. Putnam-Sparks and Schwartz, 1982.

Introduces the reader to the profession of dental hygiene and gives information about career possibilities, a listing of resources for further information, and a bibliography.

Quinn, Carin. Your Career as a Physician. New York: Arco Publishing, 1979.

Describes the whole educational process of becoming a physician, including self-education about the realities of medicine as a career field, pre-medical requirements, medical school curriculum, types of practice, and 17 specialties. References at end of each chapter. Includes a list of suggested readings. In Arco's Career Guidance Series.

Rafferty, Robert. Careers in the Military. New York: E. P. Dutton Publishing Co., 1980.

Comprehensive discussion of military life and what the military expects of recruits. Details the numerous educational opportunities available. Compares 40 civilian jobs with their counterparts in the military. Includes pay and fringe benefits, females in the military, training for a civilian career, and career information for the veteran.

Robinson, Alice and Mary Reres. Your Future in Nursing Careers. New York: Arco Publishing, 1979.

Pertinent career information about nursing plus interpretations and analyses of requirements and opportunities for study and work. Significant chapters on personal and educational prerequisites, licensure and legal requirements, minorities and men in nursing, combining marriage and a nursing career. In Arco's Career Guidance Series.

Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles. Washington: U.S. Department of Labor, 1981.

Contains supplementary data for each job defined in the D.O.T., including training time, physical demands, and environmental conditions. The information is arranged in two parts: (1) The occupations are clustered, using the coding system of the *Guide for Occupational Exploration*, which allows the reader to see relationships among requirements of jobs characterized by a predominant worker interest factor. (2) Occupational titles are listed in order of their nine-digit D.O.T. code, and specific physical strengths are given for each occupation.

Shanahan, William F. *Your Career in Engineering*. New York: Arco Publishing, 1981.

Summarizes all engineering and engineering technology occupations. Outlines academic requirements, core curricula, dual degree programs. Explains the engineering team and roles of each member. Also a sample engineering problem, its solution and diagrams. Appendix lists engineering schools in the U.S. In Arco's Career Guidance Series.

Sommer, Armand and Daniel Kedzie. *Your Future in Insurance*. New York: Arco Publishing, 1979.

Presents an outline of the many careers in the insurance industry. Explains the benefits of in-service continuing education and extensive educational facilities usually provided by companies for their employees. Notes personal and financial rewards. In Arco's Career Guidance Series.

Splaver, Sarah. *Careers New and Unique*. New York: Julian Messner, 1979.

Examines careers that have come into being in recent decades. Each chapter includes a directory of institutions of higher education that offer training in the field examined in that chapter.

Stumpf, Stephen A. *Choosing a Career in Business*. New York: Simon and Schuster, 1984.

Comprehensive, specific information about business fields such as commercial banking, sales and buying, human-resource management, and others. Contains a chapter on self-assessment and a bibliography.

Taylor, Dawson and James Bradley. *Aim for a Job in Automotive Service*. New York: Arco Publishing, 1979.

Focuses on training needed for 2 position titles: (1) specialist in engine, tune-up, brake, transmission, glass, and other services and (2) technician in air conditioning, car-radio, truck and bus, diesel, and other services. Indicates the wide variety of career opportunities. Appendix of related books, magazines, pamphlets. In Arco's Career Guidance Series.

Weinstein, Robert V. *Jobs for the 21st Century*. New York: Collier Books, 1983.

A guide to the job market of the future, covering both established and newly created careers. Based on interviews with industrial leaders, it explains which fields hold promise and which will probably decline.

Westbrook, James H. *Aim for a Job in Restaurants and Food Service*. New York: Arco Publishing, 1980.

Explains the great variety of establishments and employees in the industry. Emphasizes that qualified career applicants may select the establishment of their choice. Details size and growth of the industry; job locations; typical job descriptions; work environments and conditions; earning, promotion, and security prospects; etc. Lists educators and other sources of information by state. In Arco's Career Guidance Series.

Winter, Elmer L. *Your Future in Your Own Business*. New York: Arco Publishing, 1977.

Realistic approach that encourages self and career exploration. Detailed table of contents includes items that provoke thought about pros, cons, risks of one's own business vs. working for someone else; what it takes to be successful; evaluating a business opportunity; management of time and employees. In Arco's Career Guidance Series.

Winters, Karen C. *Your Career in Advertising*. New York: Arco Publishing, 1980.

Answers frequently asked questions and describes each department in a typical agency. Gives advice for preparing portfolios. Appendices include addresses of organizations, periodicals, other information sources. In Arco's Career Guidance Series.

Wright, John W. *The American Almanac of Jobs and Salaries*, 2nd ed. New York: Avon Books, 1984.

Covers hundreds of occupations and professions in public and private sectors. Tells how much specific jobs currently pay and whether the employment outlook for the future is good, bad, or indifferent. Examples: salaries of university and college administrators, newspaper executives, purchasing agents, women in sports.

Yeomans, William N. Jobs '82-'83. New York: G. P. Putnam's Sons, 1982.

Overview of the 1982-1983 labor market. Includes an annotated directory of over 100 types of specialized and non-specialized jobs, with complete job descriptions and salary ranges. Gives practical job hunting skills and job strategies for minorities and women.

DIRECTORIES

Administrative-Business-Other Career Options (Volume 2 of 1984-85 CPC Annual). Bethlehem, Pa.: College Placement Council, 1984.

This volume covers employment opportunities for college graduates in administrative and business types of positions. Features narrative and display pages, plus occupational, geographical, special employment, and employer indexes.

Allied Health Education Directory, 12th ed. Chicago: American Medical Association, 1983.

Contains information on educational programs in 25 allied health occupations, including job descriptions, employment characteristics, length and curriculum of the program. Each subsection followed by a list of educational programs in alphabetical order by state.

Chronicle Career Index. Moravia, N.Y.: Chronicle Guidance Publications, 1984.

A listing of vocational and educational guidance materials for counselors and students. 780 sources of publications and audiovisual materials are listed alphabetically by source and cross-referenced by occupational, professional, or educational subjects.

Engineering-Sciences-Other Technical Career Options (Volume 3 of 1984-85 CPC Annual). Bethlehem, Pa.: College Placement Council, 1984.

This volume covers employment opportunities for college graduates with degrees in technical disciplines such as engineering and the sciences, including computer sciences. Features narrative and display pages, plus occupational, geographical, special employment, and employer indexes.

Gale, Barry and Linda. The National Career Directory. New York: Arco Publishing, 1980.

Provides names and addresses of organizations and agencies that provide free or inexpensive materials about careers. Arranged alphabetically by job title. May also be used as a tool to learn about other closely related careers and the different job levels within a career family.

Greensboro, N.C., Telephone Directory. Greensboro: Southern Bell, 1983.

High Point, N.C., Telephone Directory. High Point: North State Telephone Company, 1985.

1982 National Five Digit ZIP Code and Post Office Directory. Washington: U.S. Postal Service, 1981.

Renetzky, Alvin. *Career Employment Opportunities Directory*, Volumes 1-4. Santa Monica: Ready Reference Press, 1980. Volume 1--Liberal Arts and Social Sciences, Volume 2--Business Administration, Volume 3--Engineering and Computer Sciences, Volume 4--Sciences.

Concise guides to career employment offered by business, government agencies, and professional organizations. Subject index of opportunities according to academic discipline, type of company, or job function. Geographic index of locations of employment and/or organization headquarters according to city and state.

________. *Directory of Career Resources for Women*. Santa Monica: Ready Reference Press, 1979.

Comprehensive guide to extensive career resources and opportunities. Includes career development seminars, job referral services, talent banks, special training, fellowships, re-entry programs, private and non-profit women's business and professional organizations. Each entry divided into general information, resources, special features, other contacts.

Standard & Poor's Register of Corporations, Directors and Executives, Volumes 1-3. New York: Standard & Poor's Corporation, 1982.

Volume 1 gives straight alphabetical listing of more than 38,000 corporations, including zip codes; telephone numbers; names, titles, and functions of officers, directors, and other principals; and a description of each company's products/services. Volume 2 gives a straight alphabetical listing of approximately 70,000 individuals serving as officers, directors, trustees, partners, etc. Volume 3 gives a variety of information, including an index of parent/subsidiary relationships for companies listed.

Ulrich, Heinz and J. Robert Conner. *The National Job-Finding Guide*. Garden City, N.Y.: Doubleday & Company, 1981.

A collection of directories. Lists employment agencies by job category, state, and city; trade and professional journals; local newspapers; corporations, arranged alphabetically and geographically; and executive recruitment firms. Chapters on special job opportunities for women, minorities, and the handicapped.

SCHOOL AND COLLEGE INFORMATION

Barron's Compact Guide to Colleges. Woodbury, N.Y.: Barron's Educational Series, 1978.

An abridged version of Barron's Profiles of American Colleges. Features 300 leading American liberal arts, business, and technical schools. A quick-reference guide to admissions, programs of study, facilities, and costs.

Barron's Profiles of American Colleges, Volume 1. Woodbury, N.Y.: Barron's Educational Series, 1980.

Comprehensive profiles of regionally accredited four-year colleges: admissions standards, costs and financial aid, programs of study, campus environment, application procedures. Data capsule at the beginning of each entry includes number of students, fall application deadline, student-faculty ratio, tuition and fees.

Barron's Profiles of American Colleges, The South. Woodbury, N.Y. Barron's Educational Series, 1981.

In-depth descriptions of 421 colleges and universities recognized by regional accrediting associations in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, Virginia, West Virginia.

Chernow, Fred and Carol. Careers for the Community College Graduate. New York: Arco Publishing, 1981.

Describes benefits of acquiring a community college degree and lists specific careers for the community college graduate. Answers questions about career planning for the handicapped, mid-life career alternatives, self-appraisal. Includes a career planning checklist.

Chronicle Four-Year College Databook. Moravia, N.Y.: Chronicle Guidance Publications, 1984.

Contains a majors section that lists more than 2,050 institutions offering 835 four-year, graduate, and professional majors and a college charts section that lists other characteristics such as admissions, costs, financial aid.

Chronicle Guide for Transfers. Moravia, N.Y.: Chronicle Guidance Publications, 1983.

Schools are listed in alphabetical order by state. Information is supplied in six categories: admissions, counseling/placement, orientation, housing, financial aid, further information. The title of the campus representative responsible for transfer programs is given, and policies on transfer programs are outlined.

Chronicle Two-Year College Databook. Moravia, N.Y.: Chronicle Guidance Publications, 1984.

Contains a majors section that lists more than 2,570 institutions offering 859 majors in occupational, associate, and transfer programs and a college charts section that offers additional information about admissions, costs, financial aid, etc.

Chronicle Vocational School Manual. Moravia, N.Y.: Chronicle Guidance Publications, 1984.

Contains two sections: (1) programs of study and names of schools offering those programs, (2) charts offering information regarding admissions, costs, enrollment, government job training and aid, other financial aid, student services. Contains an index and cross references for programs of study.

Fiske, Edward B. The New York Times Selective Guide to Colleges. New York: New York Times Book Co., 1982.

Essays on 265 four-year institutions. Judges strengths and weaknesses of each institution and rates each on the basis of academic strength, social life, and overall quality.

Guidance Information System (GIS). Hanover, N.H.: Houghton Mifflin.

See OCCUPATIONAL INFORMATION.

Handbook of Trade and Technical Careers and Training. Washington: National Association of Trade and Technical Schools, 1984.

Gives 98 careers in fields that one can prepare to enter in two years or less. The accrediting commission of the National Association of Trade and Technical Schools lists private trade and technical schools by state. Also provides basic pointers for making a career decision: interests, advancement, job demands, etc.

Lovejoy, Clarence E. Lovejoy's Career and Vocational School Guide. New York: Simon and Schuster, 1982.

For use by students, parents, teachers, and counselors. A directory of schools and opportunities for training in more than 250 careers, skills, and trades. Lists where to find schools and courses, tuition costs, entrance requirements, and descriptions of institutions within each state.

____________________. Lovejoy's College Guide. New York: Simon and Schuster, 1981.

Discusses college costs, educational financial aid, varied admissions requirements, and how to choose a college. Lists alphabetical indices of nearly 500 careers and institutions offering curricula for them, and of 16 special programs. Describes and rates 3,600 colleges and universities.

1984-85 Educational Guide Chart: N.C. Community College System. Raleigh: N.C. Department of Community Colleges.

Charts show programs offered by each institution in the community college system. List of institutions, addresses, phone numbers. Map showing locations of institutions.

1982-83 Educational Guide Catalog: N.C. Community College System. Raleigh: N.C. Department of Community Colleges.

A composite of programs and courses in the N.C. Community College System. Four sections provide General Information, Educational and Training Programs, Vocational/Technical Programs, and Programs by Institution.

Rowe, Fred A. The Career Connection: A Guide to College Majors and their Related Careers. Provo, Utah: Educational Research and Information Services, 1982.

Lists 100 college majors with a general description of each and its professional field. Gives job titles, occupational outlooks, and starting salaries related to an associate degree, a bachelor's degree, and the graduate degrees for each. D.O.T. numbers provided for listed occupations.

Shanahan, William F. College Yes or No. New York: Arco Publishing, 1980.

Clarifies factors to consider in making post high school career decisions. Presents a procedure for identifying careers that coincide with interests and talents. Includes apprenticeship programs, vocational schools, programs for the disabled, seeking a permanent job, writing resumes, preparing for job interviews.

JOB-SEEKING GUIDES

Barnewall, Gordon G. Succeed as a Job Applicant. New York: Arco Publishing, 1978.

Realistic suggestions for planning the job search such as gaining self-knowledge and aiming for a specific job. Personal data sheet, guidelines for the interview, and completing job applications. Includes sections of questions and answers and business directories. In Arco's Career Guidance Series.

Bolles, Richard N. The Quick Job-Hunting Map. Berkeley: Ten Speed Press, 1979.

A guide to (1) identifying what skills you have and most enjoy using, (2) determining where you want to use your skills, (3) identifying the kind of job you want, identifying the kind of organizations which have that sort of job, finding out how to get hired there.

Career Planning and the Job Search (Volume 1 of 1984-85 CPC Annual). Bethlehem, Pa.: College Placement Council, 1984.

Articles by experienced professionals offer advice on how to take stock of yourself, identify prospective employers, develop effective resumes and letters, prepare for interviews, and make the final decision.

Donaho, Melvin W. and John L. Meyer. How to Get the Job You Want. Englewood Cliffs: Prentice-Hall, 1976.

A job-search manual that includes instructions on how to prepare letters of application and resumes; how to prepare for, participate in, and evaluate an interview; and how to deal with special problems. Examples of resumes and the curriculum vita.

Einhorn, Lois J., Patricia Hayes Bradley, and John E. Baird, Jr. Effective Employment Interviewing. Glenview, Ill.: Scott, Foresman and Company, 1982.

Presents fundamental communication principles and shows how they apply to the employment interview. Chapters on the applicant and the social/organizational context, the job hunt, setting up interviews, presenting oneself in person, preparing for the interview, and conducting the interview.

Half, Robert. The Robert Half Way to Get Hired in Today's Job Market. New York: Rawson, Wade Publishers, 1981.

Written by an experienced personnel recruiter, this book has chapters on how not to get hired, getting started, getting to know the "product," putting "sell" into the resume, knocking on the right doors, coming out on top in the job interview, and what to do once the offer comes in.

Irish, Richard K. *Go Hire Yourself an Employer*, rev. ed. Garden City, N.Y.: Anchor Press/Doubleday, 1978.

Discusses how to become competent in the job hunt and how to make that competence carry over on the job. The author's thrust is toward making the reader self-aware, confident, poised, and prepared "to hire an employer."

Job Seeking Skills Handbook. (N.C.) Interagency Coordinating Committee, 1981.

Text and work pages on the following topics: I. Preliminary Work: Who Are You? II. Marketing Yourself: How Do You Advertise? III. Organizing Your Job Campaign: Where Are the Jobs? IV. Selling Yourself: Are You Ready? V. Follow Up: Can It Help?

Lathrop, Richard. *Don't Use a Resume*. Berkeley: Ten Speed Press, 1980.

A workbook to accompany *Who's Hiring Who*, advocates using a qualifications brief instead of a resume. The qualifications brief is similar to a functional resume, emphasizing abilities rather than work history.

____________________. *Who's Hiring Who*. Berkeley: Ten Speed Press, 1977.

Stated aim is to multiply the reader's prospects for finding the ideal job. Encourages self-assessment; preparation of a qualifications brief; wise use of military experiences, contacts, and professional help. Lists sources of employment ranging from entry to executive levels, for blue and white collar jobs.

Lewis, Adele and William. *Getting a Job in Today's Competitive Market*. Woodbury, N.Y.: Barron's, 1982.

Discusses how to decide what you want, how to read the job marketplace, and step-by-step campaign tactics. Contains sample resumes, cover letters, and other special features.

McCullouch, John D. *Today's Job Readiness Handbook for Young Adults*. Wilkesboro, N.C.: Wilkes Community College, 1982.

Teaches job readiness skills and helps the reader improve self-confidence and self-evaluation.

McDaniels, Carl. *Developing a Professional Vita or Resume*. Garret Park, Md.: Garret Park Press, 1978.

Tells how to put together a professional summary. Explains the difference between a vita and a resume and how to write both. Gives examples and other sources of information.

Making It Work (4 videotapes, 18 participant workbooks, facilitator's guide.) Irmo, S.C.: Educational Resources Foundation, 1984.

Consists of 18 modules designed for group workshop presentation. Key concepts of finding a job, getting a job, and keeping a job are illustrated by video segments. Detailed suggestions for the facilitator are given in the facilitator's guide.

Martin, Phyllis. Martin's Magic Formula for Getting the Right Job. New York: St. Martin's Press, 1981.

Explains the author's formula for successful job search techniques. They include dress, speech, interview questions and answers, ability to present one's assets, and persistence.

Morford, Ted R. and Shelley M. Mauer. Seven Steps to Employment. Frankfort, Ky.: EAI, 1982.

A short, simply written manual that includes getting ready for the job search, developing a resume, finding job openings, acting on job leads, completing the application, interviewing for the job, and following up the interview.

____________________. Successful Transitions. Frankfort, Ky.: Education Associates, 1982.

Simply written to assist those who wish successful transitions from unemployment to a job, from one job to another, from school to a job, from a non-paying job to a paying job, or from a part-time to a full-time job. Contains examples of forms and letters.

Powell, C. Randall. Resume Preparation. Bloomington: Indiana University, 1983.

Module 6 of Career Dimensions. Composed of 109 slides, 2 cued audio cassette tapes, lecture guide. Presentation lasts 62 minutes and supplements the coverage of resume preparation in the textbook Career Planning Today (Powell, 1981). Can also be used independently.

Read, Jean, ed. Resumes that Get Jobs, 3rd ed. New York: Arco Publishing, 1982.

More than 100 pages of examples of different types of resumes for different types of jobs.

Rogers, Edward J. Getting Hired. Englewood Cliffs: Prentice-Hall, 1982.

Directed to college students, recent graduates, and job hunters looking for entry level positions after having been away from the workworld for a while. Covers all aspects of the job-seeking process. Suitable for use as a textbook in a job-seeking skills course.

Simonsen, Peggy. Getting and Keeping a Job. Glenview, Ill.: Scott, Foresman and Co., 1982.

Short, simply written treatment of career planning. Chapters on knowing about oneself, knowing about jobs, getting ready to work, the job search, interviews, keeping a job, and building a career.

____________________. Becoming a Supervisor. Glenview, Ill.: Scott, Foresman and Co., 1982.

Short, simply written treatment of what it takes to be a supervisor. Chapters on skills and abilities needed and on deciding whether you really want to be a supervisor.

Sitzmann, Marion and Reloy Garcia. Successful Interviewing. Lincolnwood, Ill.: National Textbook Co., 1981.

One of a series of practical guides for students and professionals. One chapter on preparing for the interview, two chapters giving practice situations for interviews. An appendix on resumes and one on letters.

Your First Week on the Job. Mount Kisco, N.Y.: Guidance Associates, 1972.

Two filmstrips, two audio cassette tapes designed to show the importance of relating well to people on the job. Humorous presentations help students evaluate new situations.

HANDICAPPED/VOCATIONAL REHABILITATION RESOURCES

Computer Programming: Career Opportunities for People with Physical Disabilities. Control Data Corporation, 1982.

See OCCUPATIONAL INFORMATION.

Directory of National Information Sources on Handicapping Conditions and Related Services. Washington: U.S. Government Printing Office, 1980.

See DIRECTORIES.

The Disabled Worker. Washington: National Urban Coalition.

Presents an overview of vocational rehabilitation programs with emphasis on comprehensive services offered. Explains how the Rehabilitation Services Administration operates. Appendices include lists of additional federal programs for the handicapped and federal offices serving the handicapped.

Gardner, David C. and Sue Allen Warren. Careers and Disabilities: A Career Education Approach. Stamford, Conn.: Greylock Publishers, 1978.

Intended to help narrow the gap between what the handicapped are being taught and what they need to know. Includes chapters on goal setting and work production, barriers to employment for the disabled, social learning, and general work skills. Appendices give bibliographies, directories, and a list of occupations in which the handicapped have succeeded.

Miller, Sidney R. and Patrick J. Schloss. Career-Vocational Education for Handicapped Youth. Rockville, Md.: Aspen Systems Corporation, 1982.

Detailed definitions, methods, and theories referred to handicapped adolescents, but applicable for young adults in post-secondary institutions. Includes functional classification of exceptional characteristics, career counseling and exploration, lerning strategies and problems, program approaches, and future orientation to career-vocational education.

Phelps, L. Allen and Ronald J. Lutz. Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, 1977.

Guidelines, suggestions, and procedures for planning and implementing individualized career education programs. Part I: preparation of physically and emotionally handicapped for career education experiences. Part II: processes for setting up and evaluating instructional programs.

COUNSELOR MATERIALS

Harris-Bowlsbey, JoAnn, James D. Spivack, and Ruth S. Lisansky. Take Hold of Your Future (two volumes in a ring binder). Iowa City: American College Testing Program, 1982.

Workbook and leader's manual for use with a class or series of workshops in personal life and career planning. Could serve as format for a two-hour college course.

Holland, John L. Making Vocational Choices. Englewood Cliffs: Prentice-Hall, 1985.

Presents Holland's theory of careers and its application to vocational life. People are characterized by their resemblance to each of six personality types, which tend to create their own distinctive environments.

Meyers, Isabel. Gifts Differing. Palo Alto: Consulting Psychologists Press, 1980.

Explains the psychological theory underlying the Meyers-Briggs Type Indicator and gives practical applications of MBTI results. Useful in interpreting the test to clients and in relating test results to occupational choice.

Gottfredson, Gary D., John L. Holland, and Deborah Kimiko Ogawa. Dictionary of Holland Occupational Codes. Palo Alto: Consulting Psychologists Press, 1982.

A comprehensive cross-index of Holland's codes with 12,000 D.O.T. occupations. The classified index arranges occupations by Holland code; the alphabetical index, by job title.

Keirsey, David and Marilyn Bates. Please Understand Me: Character & Temperament Types. 4th ed. Del Mar, Calif.: Prometheus Nemesis Book Company, 1984.

Excellent exposition of the types identified by the Meyers-Briggs Type Indicator. Provides a useful vocabulary and phraseology for applying the Jung-Myers concepts of types.

PERIODICALS

Career Opportunities News

Six 12-page issues a year, September-June, from Garrett Park Press. Articles include the current outlook in various occupations, resources to aid job seekers and their counselors, special opportunities for minorities, and women's career notes. Bonus items, such as wall charts showing occupational statistics and posters on job search skills, accompany each issue.

College Student Affairs Journal

Published quarterly (summer, fall, winter, spring) by the Southern Association for College Student Affairs. Its aims and purposes are (1) to reflect the needs and contributions of SACSA members and other interested parties, (2) to maintain and promote college personnel administration and teaching as a professional field, (3) to report and reflect changing and current trends in the student affairs field.

Journal of College Placement

Issued four times a year (November, January, March, May) by the College Placement Council. Articles on career counseling as well as on job placement and the job market.

Journal of Counseling and Development

Published ten times a year, monthly from September to June, by the American Association for Counseling and Development. Annual index published in the June issue. Articles on current professional and scientific issues, on new techniques and innovative practices and programs, also research reports of significance to practitioners.

Occupational Outlook Quarterly

Published four times a year by the Occupational Outlook Service, Bureau of Labor Statistics, U.S. Department of Labor. Articles of interest to career counselors on various occupations, on current trends, and on prospects for the future. Includes reviews of career counseling publications.

Vocational Guidance Quarterly

The official publication of the National Vocational Guidance Association. Published four times a year, in September, December, March, and June. Articles on research, theory, and practice in career development, career guidance, career resources, and career education.

Washington Counseletter

Published eight times a year, monthly September through April, by Chronical Guidance Publications. Accounts of recent happenings in the counseling profession, Washington events, notes on new programs and materials. Annual subscription includes 30 reprinted professional articles and two issues of The Bookshelf, which contains reviews of new books of interest to counselors.

"END OF DOCUMENT"